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The RADICALS of Bradford Elementary

Making a Revolution in a New England School District

See page 4

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PRESIDENT'S VIEWPOINT

Lessons from the Year That Was

For most of us in the education community, the end of the school year is personal inventory time, time to take stock of ourselves.

As with individuals, so too with organizations. And as I reflect on NEA's year, my first as your president, I'm impressed above all by the boldness you brought to our Association agenda.

We've had quite a year.

In October, we paid tribute to our two millionth member—Nellie Gonzalez. But that tribute belongs equally to each of you. For we attract people of Nellie's caliber precisely because of the unique imprint you give our Association.

Because of you, we continue to combine political clout, collective bargaining savvy, and instructional innovation.

This rare blend explains the impact we had on February's Education Summit. President Bush and the National Governors' Association actively sought our views. They listened. They learned. And when they announced six national education goals, our voice was heard—loudly.

This was the year America's agenda caught up with NEA's agenda.

Well, almost. President Bush and our nation's governors proved to be masterful students of the language of reform. They spoke sensibly. They spoke nobly. But we still await the evidence that they mean to back up noble words with good deeds—and new funds.

Joe Di Dio

NEA President
Keith Geiger

We could be in for a long wait.

But we shall not wait passively. For we proved this year, as in so many years past, that we have the power to counter the powers that be.

In February, our colleagues in the Utah Education Association took their fight for smaller class sizes and adequate resources directly to their state legislature.

They rallied. They lobbied. They won: Utah lawmakers stamped their approval on a $132 million instruction-centered funding package.

The Washington Education Association (WEA) showed the same gutsiness. On February 13, some 13,000 WEA members walked out of their classrooms—and to the state capitol. Another 12,000 WEA members supported the strikers with local actions throughout the state.

In March, the Washington legislature, meeting in special session, added $30 million to the education budget.

But WEA has just begun to fight. Delegates to this year's WEA Representative Assembly drafted a Crisis Action Plan that puts the legislature on alert: unless the education budget is further bolstered, February 13 will prove to be no more than a preview of coming attractions.

If Washington's lawmakers doubt WEA's resolve, they'd be wise to take a glance at West Virginia.

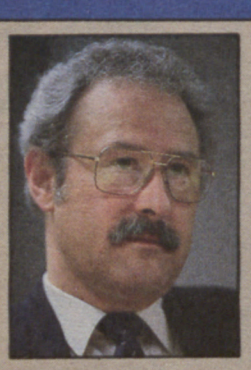
Our WVEA colleagues stunned state officials when they staged the first-ever statewide walkout. Within hours, they had the attention of House and Senate leaders who had been convinced they could ignore WVEA demands. And eight days later, those same leaders (now a bit wiser) led the effort that added $27 million to the budget for school employee salaries.

"We won the respect of the legislature," says WVEA President Kayetta Meadows. "We won respect by fighting for ourselves and our schools. We won by hanging tough."

***Tough.* As this school year ends,** that's a good word to hear. For the year began with talk of a "kinder, gentler America." No one can object to that ideal.

But in the months that have passed since "kinder" and "gentler" became household words, we have learned anew that when we are fighting for children, we've got to fight tough. To paraphrase Barry Goldwater, that conservative gentleman of peerless integrity: *Gentleness* in the defense of America's children is no virtue. *Toughness* in the pursuit of justice for America's children is no vice.

That may be the lasting lesson of the 1989-90 school year.



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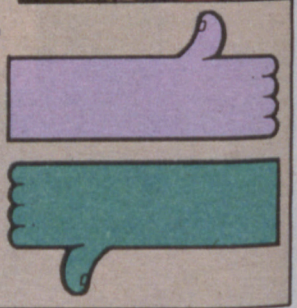

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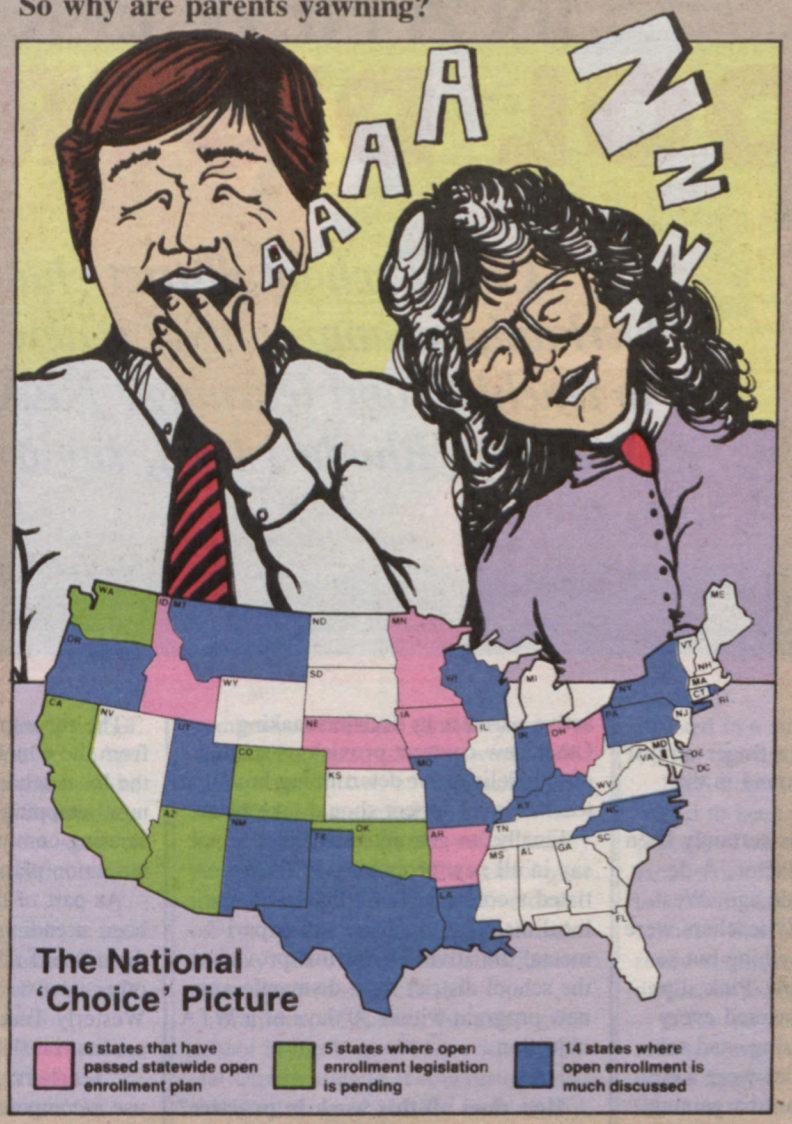
NATIONAL NEWS

Open Enrollment Plans

Is 'Competition' Working?

Hailed by President Bush as the "single most promising" innovation in education, statewide open enrollment—school choice—plans are spreading like wildfire. So why are parents yawning?


AAAZNN
The National 'Choice' Picture
6 states that have passed statewide open enrollment plan
5 states where open enrollment legislation is pending
14 states where open enrollment is much discussed

Minnesota parents have the option of sending their children to any school in any district in the state. State aid—about $4,000—follows students to their school of choice.

This statewide open enrollment program has its roots in free-market economic theory. Its advocates say "parental choice" compels school districts to compete for students—and state aid. The competition alone, the theory goes, improves education.

But competition in Minnesota is not exactly fierce. This school year, the third of a four-year phase-in of the plan, only 3,200 of 728,000 students elected to go to schools outside the districts where they live.

"That's less than one-half of one percent," says Minnesota Education Association staffer David Moracco. "It's statistically insignificant." Citing recent Minnesota House of Representatives research, Moracco says only 20 percent of those who switched did so to get what they believed was a better education. The rest made the move for a collection of reasons—to be closer to day-care facilities, to stay in the school they attended the year before, to compete on an athletic team.

Although some small districts have gained or lost enough students to make a difference in their size—and their budgets—"the overall effect," says Moracco, "has been minuscule."

Still, Minnesota's choice plan has been lauded by Presidents Reagan and Bush, Secretaries of Education Bennett and Cavazos, dozens of governors, and scores of reporters. And state after state has picked up the idea.

In the last two years, Arkansas, Iowa, Idaho, Nebraska, and Ohio have passed statewide open enrollment plans similar to Minnesota's. Legislatures in another 19 states are debating choice bills or will soon see them introduced.

Here's what's going on in a few states around the country.

► In *Iowa*, only two-tenths of one percent of the state's students took advantage of their brand-new option to jump districts last fall.

► *Ohio*'s new law requires school boards to adopt parental "choice" options within districts by 1993. At that time, each school board will vote on whether to allow transfers to and from adjacent school districts.

► *Washington* State's legislature is one of the first to debate a statewide open enrollment bill with money attached. One pending bill would provide over $17 million for transportation, additional staff time and training, parental involvement, magnet schools, and equity plans.

► Although most states are now debating choice only within the public school system, a recently passed law in *Wisconsin* breaks the pattern. The new law allows a maximum of 1,000 low-income Milwaukee students to leave the public school system next year for private nonsectarian schools in the city. Transferring students will bring partial state aid—about $2,500—with them.

Last summer, delegates to NEA's Representative Assembly voted to oppose "federally or state-mandated parental option or choice plans [because they] compromise the Association's commitment to free, equitable, universal, and quality public education for every student." But delegates voted to go on supporting locally-based, affiliate-backed "alternative programs" set up to provide appropriate education or to foster desegregation.

As NEA President Keith Geiger notes: "The fundamental question is not, choice or no choice? It is rather, what kind of choice, for whom, for what purpose, with what regulations, with what degree of parental involvement, with what kind of school improvement, and with what resources?

"Choice can only succeed," he adds, "when comprehensive, locally driven school renewal efforts place trust in staff and parents, allow them to design schools to meet students' needs—and provide them with adequate funding."

—Stefanie Weiss

Ten 'Choice' Questions

If your state or community is considering an open enrollment plan, Ann Bastian, co-author of *Choosing Equality* and a national expert on analyzing choice plans, recommends you ask these questions.

1. What does "choice" really mean? Is the plan intra-district or inter-district, local or statewide?
2. Has this kind of choice plan been tried before? With what results?
3. Is choice part of a plan for improving all schools?
4. Will choice solve your district's toughest problems?
5. Will parents be more involved than before—or less so?
6. Will teachers be more or less involved in school decision-making?
7. How will we judge and compare schools? Will there be more reliance on standardized test scores?
8. Will choice affect school funding?
9. Will choice strengthen school-community ties?
10. Will schools be democratically governed? How will parents influence school boards if they're not voters in the district of choice?

News Beat

■ **In the Red** — As a result of a slowing national economy, more than half the states report serious budget problems as they near the end of their fiscal years. In eight Eastern states, deficits may cause program cuts and layoffs. Overall, Northeastern states are in the most trouble.

■ **Choosing Teaching** — After a decline in the early '80s, enrollment in teacher education programs has rebounded, increasing 61 percent from 1985 to 1988. The American Association of Colleges for Teacher Education also says the number of students entering teaching after earning another degree tripled during that time.

■ **Children's TV** — Deregulation begets violence, at least on the small screen. According to university researchers, before deregulation in 1980 children's television programs featured 18.6 violent acts an hour. Ten deregulated years later, they average 26.4 violent acts an hour.

■ **Computer Giveaways** — Millions of bags of groceries—well, the receipts for them, anyway—have been traded for hundreds of Apple and IBM computers as supermarket chains continue their promotional battles. A 325-student Pittsburgh elementary school may have set the record by collecting $1.2 million in receipts.

■ **'Operation Child Watch'** — As part of a crackdown on child-labor-law violators, federal investigators recently found 7,000 minors working illegally in just three days. The feds tagged employers hiring children to work more hours or later hours than allowed by law or to fill jobs that threaten their safety. The number of violations uncovered by the Labor Department has doubled since 1985.

WELL PUT!

"Because we have experienced a long period of lax enforcement of child labor law, employers have taken advantage of this cheap source of labor. Child labor laws should be strengthened to protect our young people from exploitation and to ensure that the primary occupation of our youth is their education."

—Linda Golodner, Executive Director National Consumers League

COVER STORY

MAKING A REVOLUTION IN A NEW ENGLAND SCHOOL DISTRICT

Can a school district change its spots? Overhaul, revamp, totally renew its approach to teaching and learning? NEA members in Westerly, Rhode Island, say it can be done.

John Donato is a soft-spoken math teacher in the coastal Rhode Island town of Westerly. But ask this 19-year teaching veteran about the changes now going on in the Westerly schools, and the words pour out in an animated torrent.

"I wish," says Donato, "that I was starting my teaching career all over again."

Francesca Bedell teaches English in Westerly. A veteran Westerly Teachers Association activist, Bedell has marched on picket lines and dodged subpoenas in bitter strike battles. But these days Bedell is talking about collaboration, not confrontation.

"We're more into problem-solving now," says Bedell, the chair of the local's grievance committee.

Something is happening in Westerly, Rhode Island. A veteran staff that should be loaded with candidates for burnout is instead filling professional development workshops on Saturdays and over the summer.

A community of taxpayers never known for smiling at school budget time is actually voting *for* higher school funding. Two years ago, Westerly voters passed a $500,000 bond issue to purchase computer equipment. Last year, for the first time ever, voters defeated a ballot proposition that would have cut school spending.

Change is everywhere in Westerly. New initiatives in instruction. A massive new influx of technology. Radical experiments in decision making.

"School staff, administrators, and the community—we're all working together," says Westerly Teachers Association President Jeanne Hurley, an elementary teacher. "Nobody's trying to grab the credit."

No one can quite put a finger on just what sparked the turnaround in the Westerly schools.

Economic security has certainly been a factor. A decade ago, Westerly teachers were anything but secure. Pink slips flowered every spring, and salaries were a constant bargaining sore point. Over a 10-year period that ended in the early '80s, Westerly teachers were forced to hit the bricks in one hard strike after another.

Nancy Palmieri

Francesca Bedell

These strike battles forged a strong, self-confident local Association and won NEA members in Westerly the highest salaries in the state. By the mid-'80s, Westerly teachers had achieved a basic level of security. They were ready to move on.

The local school board was ready to move on, too. Tired of butting heads with teachers, school board leaders were willing to explore new, more collaborative relationships. So was the new superintendent, a hometown Westerly educator with personal ties to many local Association leaders.

But NEA members in Westerly weren't about to step out into uncharted collaborative waters with only the good faith of school district officials to count on. The Westerly Teachers Association set out to create, through bargaining, a new framework to replace school business as usual.

In 1988, the local negotiated a "statement of philosophy" that committed the district to help teachers become active partners in decision making. Other new contract provisions spelled out guidelines for determining how that teacher involvement should take place.

Finally, to guarantee teachers a real say in all new programs, WTA negotiated a contract clause that gives the local the right to cancel any experimental initiative. Under this provision, the school district must dismantle any new program within 30 days of a WTA objection.

How does all this work in practice? Westerly's computer revolution is a good case in point. Over the past two years, teachers in Westerly have been responsible for every important district decision on instructional technology.

Last year, the district set up a special steering committee to decide how to spend the $500,000 for school computers voters had approved late the previous year. The steering committee included seven WTA members, two computer educators from Brown University, and a school district data processing expert.

Nancy Palmieri

John Thompson, former president of the Westerly Teachers Association, has worked to make sure faculty members have the release time they need to plan changes that can restructure education.

The teachers on the steering panel identified colleagues to serve as liaisons in each of Westerly's six school buildings. Meetings and memos offered every NEA member in the Westerly schools an opportunity to help shape the steering committee's recommendations.

The recommendations that emerged from the panel were quickly adopted by the local school board, and Westerly is now wrapping up the first stage of the steering committee's three-year computerization plan.

As part of the plan, teachers have been attending training classes that earn them "staff development credits," another new wrinkle negotiated by the Westerly Teachers Association. Forty credits translate into $350.

"Teachers who told me they'd never use a computer are now routinely using computers to do lesson plans," says Peter DePerry, the WTA member who coordinates the Westerly computer program.

And, adds DePerry, computers in Westerly aren't being wasted on "drill-and-kill" exercises that make learning rote and boring. Teachers are using computers to simulate situations that force students to think through complex problems.

But computers aren't just changing instructional strategies in Westerly. They're changing relationships between teachers and between teachers and students.

"We're all learning together," says Babcock Elementary teacher Susan Latz.

Teachers are also learning together at Westerly's Bradford Elementary.

COVER STORY

Nancy Palmieri

Jeanne Hurley, Westerly Teachers Association president

They're learning how to run a school.

Bradford Elementary has no on-site principal. The school's teachers make all the daily decisions that determine how learning takes place, decisions on everything from setting schedules to ordering supplies.

The Bradford faculty members make decisions by consensus. Consensus-building can take time, and Bradford teachers are constantly meeting.

The time, the Westerly Teachers Association believes, ought not be loaded on top of the regular work teachers are doing. WTA is working to make sure Bradford faculty have the compensated release time they need to make school restructuring work.

As a result, two of the teachers at Bradford have extensive release time to act as facilitators for the entire faculty. And, since the start of the school year, the entire faculty has taken five days off for special training. On each training day, the district hired substitutes to cover the teachers' classes.

Bradford, of course, isn't the only school in the United States where radical experiments in restructuring education are taking place. But in Westerly, unlike many other school districts that boast an innovative school, change isn't isolated in a single school—and ignored by the rest of the school district.

NEA activists in Westerly are determined to keep change a *district*-wide process. That means making sure that faculty members at Bradford stay in touch with faculty at Westerly's other schools. Bradford teachers have already visited every other school in the district to explain what they're doing.

WTA has also bargained 10 days release time for two faculty from each of the district's schools not currently involved in restructuring experiments.

These faculty recently used their release time to examine the experiments in site-based decision making going on at Bradford and other schools. Afterward, they reported back to their colleagues on the feasibility of exploring new approaches to decision making at their own schools.

Real educational change, WTA leaders understand, won't happen unless the entire district is involved in the change effort.

But real change, WTA activists also understand, demands resources, in both time and dollars. Will those resources continue to be available in Westerly?

The district, for instance, has already spent just about all the $500,000 from the 1988 computer bond issue. But there's still not a computer on every teacher's desk, and there's no budget to make that happen.

"You can't tread water with computers," points out WTA member Peter DePerry. "You either go forward or you find yourself falling back."

"It takes time to train teachers in what we're doing here," adds former WTA President John Thompson. "We need a staff development process that compensates teachers for the time they put in, and that takes resources."

Westerly's retiring school superintendent is more blunt.

"We're so close to turning the corner here in Westerly," says Sal Augeri. "But the budget has to be there."

"None of us is amazing," says Barbara Lessard-Harnet, a music teacher at Bradford Elementary, the school with no on-site principal. "The only thing different about us is that we've been given freedom, an opportunity."

Will that opportunity be there for all NEA members in Westerly?

The jury is still out.

—Sam Pizzigati

The NEA Learning Labs: Making Change a *District* Priority

There are, according to researchers, several hundred—at least—schools in the United States now working to radically restructure how learning takes place.

But in all the United States there are only a small scattering of entire school *districts* that have committed themselves to full-scale change.

And in all the United States there's only one network that links these innovative school districts, the two-year-old NEA Learning Laboratories Initiative.

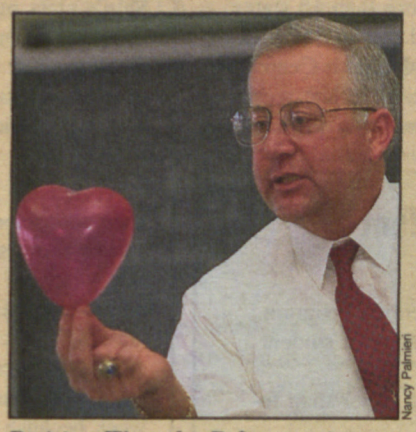
Westerly, Rhode Island, was one of the first districts designated an NEA Learning Lab. Now joining Westerly on the Learning Lab roster are districts in Tennessee, Minnesota, New York, Michigan, Pennsylvania, Oklahoma, Iowa, and Ohio.

The Learning Lab projects in all these states are uniformly ambitious. Memphis, the NEA Learning Lab district in Tennessee, is an apt example.

Last June, Memphis closed all its inner city schools, then reopened them as democratically controlled school communities, with new administrators and staff selected through a process that actively involved teachers and parents.

Each Learning Lab project is expected to last at least five years, and only one district per state is eligible for Learning Lab designation. NEA supplies consulting and networking assistance to each Learning Lab school district. NEA is also helping each district document its progress. These records, notes NEA Learning Lab project director Bob Barkley, will help other NEA locals see what sorts of change work—and which don't.

"We see the NEA Learning Lab designation as one of the most prestigious recognitions a school district can earn," adds Barkley, a staff member in NEA's new Center for Innovation in Education.



Nancy Palmieri

Retiring Westerly, R.I., superintendent Sal Augeri says Westerly's Learning Lab designation boosted the community's opinion of teachers.

Retiring Westerly school superintendent Sal Augeri would certainly agree.

"Our selection by NEA as a Learning Lab completely blew this district inside out," says Augeri. "It's a big reason why the community now holds teachers in such high esteem."

—S.P.

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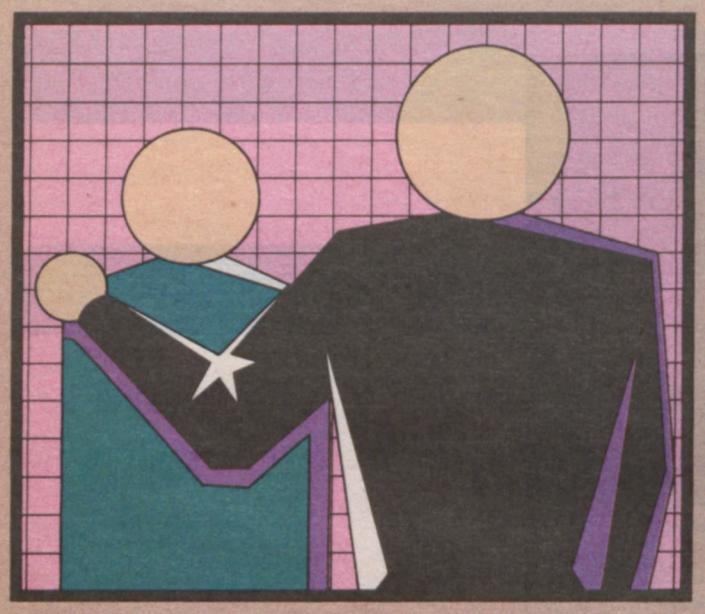


Preventing Teen Suicide: Programs that Work

Schools have found ways to keep kids from killing themselves. Key strategy: mobilize the whole school family.

Every year, more than 5,000 U.S. teenagers take their own lives. Just as frightening, that's only about 1 percent of the half million or so who try to kill themselves, according to the *Journal of the American Medical Association*. But those numbers can be sharply reduced, and some schools have figured out how.

"Between 70 and 75 percent of the people who attempt suicide tell someone about their intentions," notes John Vidal, author of NEA's *Student Suicide: A Guide for Intervention*, "so it's easy to realize the tremendous impact schools can have in prevention."

Since the early '80s, mental health professionals and educators have developed more than 300 school-based prevention programs in the U.S. and Canada.

One such program, the Adolescent Suicide Awareness Program (ASAP), has been used in more than 15 states. Developed by the South Bergen Mental Health Center of Lyndhurst, N.J., the workshop series trains all members of the school community—adults and teens—to recognize a troubled student and to intervene during a suicidal crisis.

Everyone at Tenafly (N.J.) High School has taken the ASAP training. Patricia Kouba, a school nurse and leader in the program, describes how she applies the ASAP principles: "I'm often counselling students. If a student is severely depressed, I'll act as a sounding board. Then I'll contact the parents so the student can receive more extended professional help—and I make sure the parents know I'm their advocate, not their adversary."

When 1,000 New Jersey high school students who took ASAP were surveyed, an overwhelming 89 percent felt that the program should be brought to other students.

Across the country in Salinas, Calif., students and staff have dealt with the worst that can happen. "Two years ago, a very popular student committed suicide. It was hard for the school to accept, but even so we were lucky: we already had a system to deal with the grief," notes Billie Shin, a health education teacher at North Salinas High School.

"Now our school and nearby Seaside High are piloting a five-day suicide prevention curriculum for tenth grade health classes."

With the help of guest speakers from the local Monterey County Crisis and Suicide Prevention Center, Shin's class makes students aware of warning signs so they can alert a responsible adult if a classmate is depressed or suicidal.

At Seaside High, guid- ance counselor Pat Dowd speaks about suicide prevention to school administrators and to students in health classes. "Whenever I do a classroom presentation," he says, "I'm busy all the next week because kids find out it's not taboo to talk about negative feelings."

Several states, including California, New Jersey, Wisconsin, Florida, and Texas, require secondary students to take suicide prevention programs. To help schools, NEA Human and Civil Rights is in the process of developing a multimedia suicide prevention package.

—Melissa Etlin
NEA Human and Civil Rights

How To Help a Suicidal Student

A school should—

► Establish a schoolwide suicide prevention program, including a contingency plan for use whenever a student talks about suicide.

► Promote "whole child" development rather than focus on academic achievement exclusively.

► Teach decision-making and problem-solving skills.

A school employee should—

► Listen attentively and offer emotional support to students who talk about depression or suicide.

► Take every complaint seriously.

► Not be afraid to ask if a student has thought about suicide.

► Never leave a suicidal student unobserved or isolated.

► Refer distressed students to counselors or mental health professionals and follow up on the outcome.

Sources: Fairfax County, Va., Public Schools; and John Vidal, *Student Suicide: A Guide for Intervention*. $7.95. Stock No. 0244-X-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

WASHINGTON WATCH

Reading Between the Polls

Just about every Association member who's had experience working with politicians—whether at the statehouse or on Capitol Hill—knows the analogy between lobbying and teaching.

"You have to be very precise about what you want legislators to do," says Frances Bacon, a Georgia teacher and NEA Congressional Contact Team member. Bacon was in Washington, D.C., recently to lobby Rep. Lindsay Thomas.

Like some students, some politicians know the right answers—but don't act on them.

A CBS/*New York Times* poll, taken in January, asked Americans if George Bush has made progress in a number of areas or just talked about those issues. On combatting drug abuse, Americans gave the President relatively high marks: 54 percent said he'd made progress; 41 percent said he'd just talked about the issue.

On a few other important issues, the President didn't fare so well in the public eye. On the environment, 24 percent said "progress," 62 percent said "talk." On holding the line on taxes—the No. 1 pledge of the Bush campaign—37 percent said "progress," 46 percent said "talk." The biggest gap of all was in the area of education: only 16 percent said Bush was bringing about real progress, while 68 percent said he was all talk.

The same poll gave him an approval rating of 76 percent, a disapproval rating of 13.

One reasonable conclusion: the American people are easy graders who care about style more than substance. If that's not so, we have to make that clear.

"We still have to raise NEA-PAC money, organize volunteer efforts, and vote," Bacon sums up. "We still have to communicate our position. But then, once our candidate is elected, we need to go on to tell that person we want action, not speeches."

—Michael Pons, NEA Government Relations

Local Look

FLORIDA

Each year, the Volusia Educators Association gives members $20,000 in small grants to improve instruction and community relations.

VEA's Educational Excellence Grant program has enabled members to carry out innovations from Pee-Wee soccer competition at community parks to mural production for elementary school art classes.

The awards, ranging from $100 to $600, are funneled through the Association's Human Relations and Instruction and Professional Development Committees.

VEA President Pete Straube set up the grants program two years ago "as a means of demonstrating that we're an Association that cares about teachers and the community."

NORTH CAROLINA

When the New Hanover school district presented its 1989-90 salary schedule, Susan Humphrey, president of the North Carolina ESP Association-New Hanover, quickly recognized that teacher assistants were going to get shortchanged.

"I went home and wrote a salary schedule of my own," says Humphrey, a teacher assistant at Dorothy Johnson Elementary School. "I went through 20 formulas before I got one to work."

The next day, Humphrey presented her two-year plan. District administrators didn't just accept it—they made it retroactive to July 1, 1989.

ESPA-New Hanover has had other successes as well. Beginning this fall, the district will give teacher assistants a stipend of $25 per unit for professional development workshops and will recognize an outstanding teacher assistant with a $500 award.

TEXAS

What happens if you're recruited for an out-of-state teaching job and move a couple of thousand miles to take it—then find they want to pay you $4,500 less than you thought you were hired for?

If you're John Clayton, who moved last year from Iowa to Weslaco, Texas, on the Rio Grande—about as far south as you can go in the USA—you call the Weslaco Educators Association. TSTA UniServ representative Raye Lokey argues your grievance. And you win.

The Weslaco district had told Clayton on three different occasions that his four years' teaching experience would be counted for salary purposes. They forgot to tell him one thing: teaching experience gained before Sept. 1, 1985, couldn't be credited for salary. That knocked off Clayton's four years, but nobody told him that before he headed south.

The upshot: at grievance level three, the Weslaco school board voted late last fall to give Clayton the original, higher salary of $25,560. The board majority agreed that they would have made the same assumptions if they'd been in Clayton's shoes.

IN STEVENS POINT, WISCONSIN

Jack Reichert

Student Wisconsin Education Association leader Halle Schultz, one of several University of Wisconsin students who help out with an elementary school breakfast program, chats with Kou Vang.

College Students Come to CLASS

Hunger was an issue at Madison Elementary School in central Wisconsin.

"Our students came to school excited and motivated," says Debrah Aeby, who teaches English as a second language. "But they couldn't sustain their interest beyond an hour or an hour and a half. Many hadn't eaten for 12 to 15 hours."

So Stevens Point Area Education Association members lobbied for a school breakfast program, the school board agreed to sponsor it, and both looked to a new source of volunteers to staff it—members of the Student Wisconsin Education Association.

An NEA Student Program local, SWEA is made up of University of Wisconsin students who are preparing to become teachers. By supervising the breakfast program and an after-school program for latchkey students, the aspiring educators get needed practical experience and a sense of just what it's like to work with youngsters.

"In so many teacher preparation programs, college students don't have any contact with children until they student teach," says SWEA President Halle Schultz. "We get a wonderful opportunity to work with kids earlier in our training."

NEA Student Program leaders are working hard to foster programs like the one in Stevens Point. That's why they established CLASS—Community Learning through America's SchoolS—last fall.

Now, when NEA local affiliates and student members work together to address key education issues in their communities, they can apply for $1,000 CLASS grants.

So far, SWEA is one of three student chapters that have received the grants. Kingsville, Texas, student members got a grant to continue their work with a local middle school's dropout prevention program. And students on four Indiana campuses will use their grant to continue mentoring ninth grade students with the smarts for college but not the motivation.

In Stevens Point, Schultz says the money will be used to expand the breakfast program to neighboring schools. "We'll keep the program going," Schultz says, "because we're providing a service—and gaining a sense of satisfaction. You can't get that from reading a book."

OREGON

The Eugene Education Association has figured out a way to win community recognition and raise money for worthy causes at the same time.

Acting on a suggestion from EEA Executive Board member Anne Gross, the 1,500-member EEA is selling T-shirts and sweatshirts bearing its logo and the words *America's Future Is in School Today*. Since November, EEA has sold $2,400 worth of T-shirts. The money goes to members who need financial help.

The sweatshirts were put to an unexpected use when EEA members in Bethel went on strike. The EEA members in the neighboring 4J district lent support by adopting—one-on-one—all 212 Bethel teachers and buying them sweatshirts.

Those shirts weren't just a symbolic gift. Although the strike lasted only four hours (and brought gains in salary, longevity, and personal leave days), all four hours were spent in a raging blizzard. Such weather is rare in Eugene, notes EEA president David Mandelblatt, and the extra layer of fleece inspired people to stand tall.

RHODE ISLAND

Chariho High School—serving Charlestown, Richmond, and Hopkinton—spent 12 years on double sessions. Last fall, the three towns consolidated their elementary districts, a middle school opened, and school days were normal again.

But with normalcy came financial disaster. For the first time, says NEA Chariho President Jim Mahoney, a Rhode Island school board cut its own budget.

And the new board cut deep. A $2 million reduction hit both teacher pay and items like materials and repairs. The action put 23 teachers out of work, kicking class sizes sharply upwards.

NEA Chariho's nearly 300 members have settled in for a long fight: unfair labor practices complaints, grievances, hearings, and, most basic of all, formation of a parent-teacher public relations group to emphasize the devastating effect the cuts will have.

State Side

SOUTHEAST

Gov. Ned McWherter has told the Tennessee Education Association that if he's re-elected his primary goal will be to reform and fully fund public education.

To that end he's sent the members of his cabinet and the state board of education out for two-day visits to every school district in the state. He also published an open letter in the *TEA News*, seeking the involvement of TEA members in education reform.

"It's encouraging to see the steps being taken to involve teachers in what looks like a major effort to reform schools statewide," comments TEA President Ann Robertson.

MIDWEST

Indiana's new education budget puts new money where it's most needed.

Recently passed by the state legislature—after heavy lobbying by Indiana State Teachers Association members—the education package sends more than 200 million new dollars to schools' general funds.

In addition, the state's legislators boosted spending for Project Primetime, a unique state program to reduce class size. Now funded with a 1990-91 appropriation of $82 million, Project Primetime provides state money to hire additional teachers and reduce K-3 class size to 20 or less.

MID-ATLANTIC

The first statewide teachers strike in West Virginia is over.

After eight days on the picket line, teachers returned to the classroom when the West Virginia Education Association reached an agreement with the legislative leadership.

The legislators agreed to work with the education community and state school administration on a plan to meet the schools' long-term needs.

To be completed by June 30, the plan will be submitted to the governor with the recommendation that he call a special legislative session to adopt it. If he refuses, legislative leaders have agreed to call a special session.

WVEA also successfully lobbied to increase the school aid formula by $34 million above last year's budget.

THE PAY PICTURE

Teacher Average Salary Now $31,304

Region and State	Average Salary of Teachers	Percent Increase Over 1988-89	Salary Rank
NEW ENGLAND	$34,499	7.1%	
Connecticut	40,496	8.4	2
Maine	26,881	7.8	36
Massachusetts	34,225	6.3	10
New Hampshire	28,939	8.4	25
Rhode Island	36,057	5.3	7
Vermont	28,798	6.3	26
MIDEAST	36,385	6.2	
Delaware	33,480	6.0	11
Dist. of Columbia	36,450	0.4	5
Maryland	36,092	6.5	6
New Jersey	36,030	9.1	8
New York	38,800	5.9	4
Pennsylvania	32,809	5.0	13
SOUTHEAST	26,948	5.4	
Alabama	25,500	1.2	39
Arkansas	22,009	2.9	50
Florida	28,525	5.7	28
Georgia	27,892	3.6	30
Kentucky	26,275	5.4	38
Louisiana	22,993	2.3	48
Mississippi	24,363	7.9	43
North Carolina	27,814	8.1	31
South Carolina	27,076	5.7	34
Tennessee	27,052	5.6	35
Virginia	30,926	7.4	18
West Virginia	22,842	4.3	49
GREAT LAKES	32,687	5.0	
Illinois	33,014	6.0	12
Indiana	30,493	4.0	22
Michigan	36,010	4.6	9
Ohio	31,170	5.1	17
Wisconsin	32,320	5.0	14
PLAINS	27,850	4.6	
Iowa	26,747	3.8	37
Kansas	28,671	4.8	27
Minnesota	32,190	5.0	15
Missouri	27,229	4.7	33
Nebraska	24,751	3.8	42
North Dakota	23,016	3.4	47
South Dakota	21,300	3.8	51
SOUTHWEST	27,064	3.7	
Arizona	29,600	3.9	24
New Mexico	25,120	5.1	40
Oklahoma	23,070	3.1	46
Texas	27,502	3.7	32
ROCKY MOUNTAINS	27,101	3.3	
Colorado	30,700	3.9	19
Idaho	23,494	3.3	45
Montana	25,081	2.7	41
Utah	23,652	3.5	44
Wyoming	28,184	1.8	29
FAR WEST	36,707	10.1	
Alaska	43,153	3.4	1
California	38,996	12.4	3
Hawaii	32,047	4.1	16
Nevada	30,587	6.1	20
Oregon	30,563	4.0	21
Washington	30,475	4.4	23
50 States and D.C.	$31,304	5.9%	

Source: NEA Research Data Bank, 1989-90

PACIFIC

Educators agree: a heart-shaped apple—a heart with a leaf and stem—is a good symbol for their concern for kids. At least more and more state Associations agree; the symbol is spreading fast.

The design (the Idaho Education Association calls it a 'happle') began as a good idea from IEA's Communications and Public Relations Committee.

Today the "happle" not only tags IEA TV ads, but appears on a selection of products sold at cost by the Association.

NORTHEAST

Hard times have brought new unity in Maine. A $40 million school budget cut sparked coalition of the Maine Teachers Association with the state's school boards, district administrators, and principals.

The result so far: growing public support, local government backing, and a cordial reception from legislators.

"We're extremely pleased that the education community has united in support of Maine's children," says MTA President Tom Vassallo.

WEST

A year ago, the Nebraska legislature was debating a school 'choice' plan, which allows students to transfer out of their own districts.

"We knew the Association's task was to make sure the plan was fair to students and teachers," says Nebraska State Education Association President Jim Rea.

"Getting funding to the district receiving a transfer student is critical," Rea explains. "And if the transfer student requires a new special education program, the district shouldn't have to set it up with its own funds either."

"Nor," adds Rea, "should a choice plan interfere with court-ordered desegregation."

The final law met all three NSEA goals.

The choice program phases in over three years, starting next fall.

Meet:

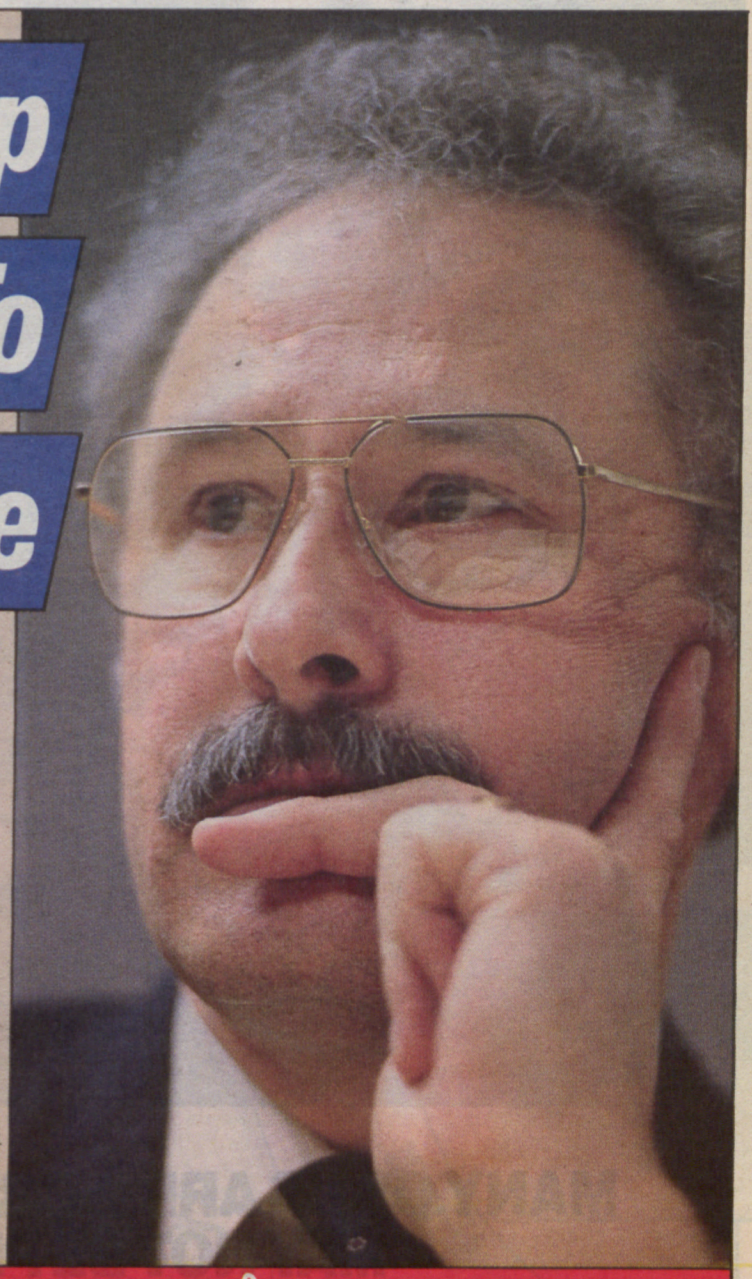
They're the first line of defense for NEA's 2 million members, their efforts funded by pooled dues dollars from local, state, and national Associations. Today, 1,431 UniServ consultants across the country serve members' needs.

Bargainer, facilitator, trainer, trouble-shooter, educator . . . juggler. That's how UniServ Director and Bellevue (Washington) Education Association Executive Director Mike Schoeppach defines his job. On any given day, Schoeppach can be found shifting rapidly among these roles with an ease born of 20 years' experience.

This spring, **NEA Today** *staff writer Anita Merina spent a couple of days shadowing Schoeppach to find out just what he does and how he does it.*

Hired To Help Dedicated To Serve

Elaine Thompson



Michael R. Schoeppach

What's the toughest situation you've ever been in as a UniServ rep?
In 1972, my first year on staff, a very small local of about 90 members went on strike. At the time Washington State had no bargaining statute, just a meet-and-confer law. When I went to the table, there sitting across from me was the attorney for the State School Directors Association.

Six days into the strike, in the middle of negotiations, the district issued layoff notices. Morale plummeted. Four days later, the teachers went back to the classroom without a contract. That was the worst situation I've ever been in.

Most UniServ positions are filled by former teachers. Is that how you got started?
Yes. For six years I taught high school social studies and English in Grandview, a small agricultural community in eastern Washington.

In my first year, I was elected vice president of the local, and by 1972 I was helping negotiate our first contract. I began doing so much Association work that I decided I wanted to do it full-time, so I applied for a UniServ job in Bellingham, in the northwest corner of the state.

What was it like to be a UniServ rep in the 1970s?
Many of us believed collective bargaining was the answer to school problems, so we went ahead with it even without a bargaining law. We organized local Associations; we demanded to sit down and talk about basic contract rights and educational issues. In many places administrators had to come to the table, because we were united.

When Washington State's Collective Bargaining Act was passed in 1976, it didn't change what we did in the larger school systems, but in the smaller ones it made a big difference. Administrators could no longer refuse to sit down with us to resolve critical issues.

Has site-based decision making changed bargaining?
The range of things our members decide is much wider, so we're negotiating issues that are technically outside the scope of bargaining—site-based funding or staffing ratios, for example. But it's in administrators' interest to be talking those things over with us—we're inextricably linked together.

Has this changed your role?
Indeed it has. Because we are looking at ways to restructure the entire system, we have a facilitation responsibility. If there is a problem in a particular building, for example, a team of Association and administration representatives will go in there to represent the process. And that means sometimes helping some members change their behavior. That's a significant step away from the issues I worked with when I began bargaining in 1972.

How do school boards and administrators view your position?
That depends on who they are. Those who are used to getting their way and having total control resent us.

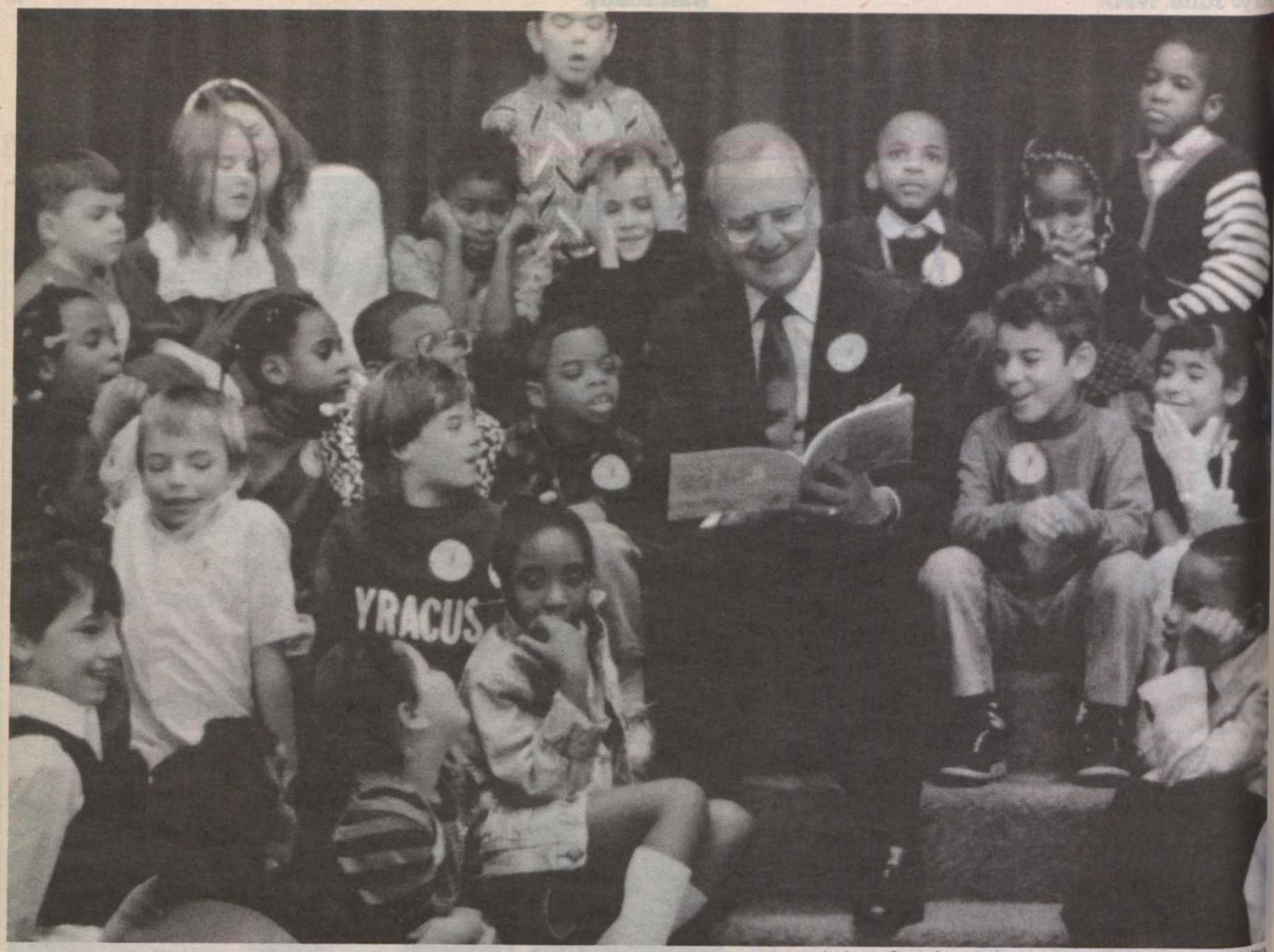
Those who are more sophisticated view us as a necessary part of the labor relations process. Our relationship with them is more mature.

What's the most common misconception about UniServ work?
That we're here primarily to "fix" things for our members. In reality, our role is to empower our members. We're not here to replace the old district administrative structure. We're here to help our members develop the skills to control their own destiny.

What's your typical day like?
I'm like the classroom teacher or support staff member, juggling 15 different things at once. I deal with grievances, meet with district officials, talk to regional colleagues about strike actions, make contact with members and local leaders, and hold workshops on site-based decision making. It's frenetic.

Does this affect your personal life?
Sometimes I stretch too far. Just before Thanksgiving I spent a day and a half in the hospital with a massive anxiety attack the doctors thought was angina. One said it was as if someone had fired a warning shot over the bow.

I've begun to slow down, but stopping altogether is unacceptable. I'd rather keep struggling to make a difference for the people I work for and the kids in our schools.



Lee Iacocca, Chrysler Corporation Chairman at Danforth Magnet School, Syracuse, New York.

MANY OF US ARE WORRIED THAT AMERICAN EDUCATION MAY NOT BE PREPARING OUR CHILDREN TO DEAL WITH THE 21ST CENTURY. SO IS CHRYSLER.

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This is why the Chrysler Corporation has involved itself in a three-year grass roots reading program for children. It's called Running Start℠, and it's conducted in partnership with Reading is Fundamental Inc. Through it, Chrysler provides the books to give first graders a "running start" in becoming readers for the 21st century. It takes place in 15 school districts in and around 10 cities where Chrysler has facilities.

Recently, Chrysler also underwrote a series of five one-hour programs on P.B.S. called **Learning in America**. It dealt with subjects ranging from American and Japanese education differences to the question "Is money for education being spent properly?" This fall we will underwrite **Learning in America II:** The Early Years, with another prime-time program on P.B.S. It will focus on educational issues in elementary schools.

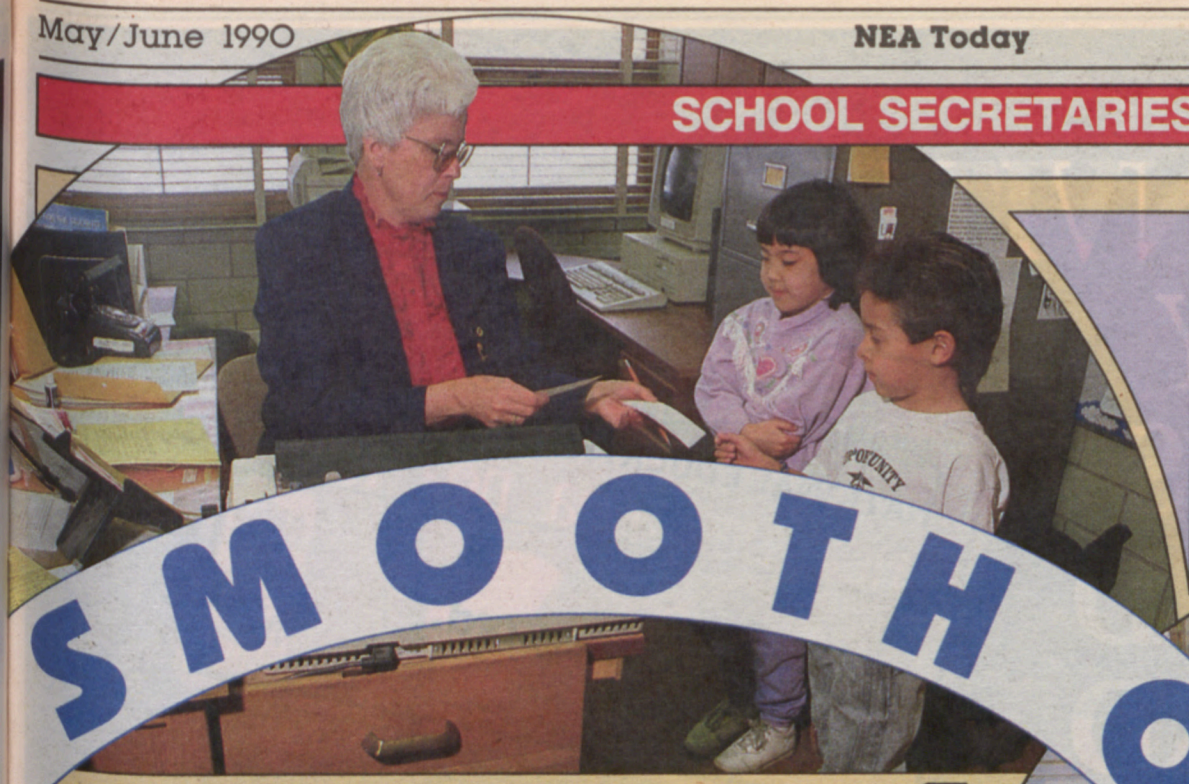
Additionally, a Chrysler Fund Grant has been made to a unique program called Teach for America. T.F.A. encourages the brightest seniors at prestige universities to become teachers in the nation's public schools.

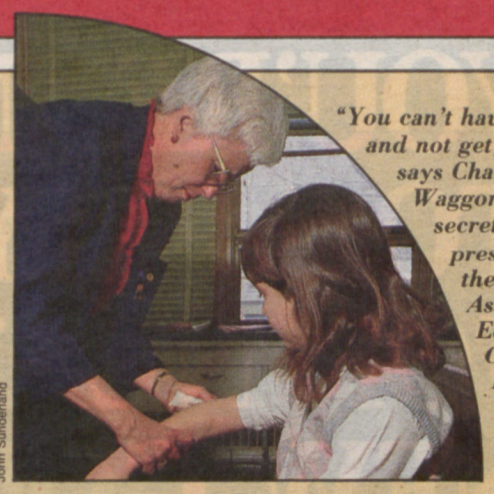
At Chrysler, we don't pretend these programs are a cure for America's educational shortcomings. But they're a substantial start. And we urge other companies to join us.

CHRYSLER CORPORATION

SCHOOL SECRETARIES

SMOOTH OPERATOR





John Sunderland

"You can't have this job and not get involved," says Charla Waggoner, school secretary and president of the Denver Association of Educational Office Personnel.

Who knows that nobody at-home noticed Tim's birthday, there'll be a sub in 6B all week, Louise just broke her ankle, Ellen Burke's prep period is from 9:25 to 10:15, Shawn's family doesn't have a car, the state exams will be given on Thursday, and if Kim's mother isn't there you call her aunt at work? Right the first time.

Charla Waggoner doesn't have to be at her office until 8:30 a.m. But every morning from 6 to 6:30, she stays close to her phone, because she's "on call."

Waggoner isn't a doctor or a police officer. She's a school secretary. And that half-hour is when teachers at Smedley Elementary School in Denver, Colo.—where Waggoner works—call to report if they'll be out sick. Waggoner then finds substitutes by consulting a school list or calling the district office.

It's all in the long day's work. But despite such inconveniences, and relatively low pay (1988-89 averages: about $19,000 for central office secretaries, $15,300 for school secretaries), most of the Association's estimated 15,000 educational secretaries and office workers enjoy their work. They see themselves as part of a team, with the role of keeping the school—or district—running smoothly.

The image they present to the public is very important, secretaries note, because to many people they are the school itself. Principal's secretary Susan Skites keeps this in mind when she talks with irate callers at Eagle Point (Oreg.) High School.

"It's my job to pacify angry parents," she explains. "I calm them down and then refer them to someone who can help right away. It's important that they not have to wait, or they'll get even angrier."

Because Skites is one of 10 office workers at the 1,000-student school, her duties are relatively specialized. Besides handling the principal's correspondence and screening visitors, she handles paperwork for student recognition programs and for student college applications. And she's one secretary who doesn't have to attend to sick or injured children—instead, she uses the p.a. system to call a trained staff person.

But many secretaries have to handle medical emergencies themselves, often without any training. It's a hot issue, says Denver's Waggoner, especially in elementary schools, where a full-time nurse is a rarity.

Waggoner recalls the time a youngster at her school fell from a swing and knocked out two permanent front teeth.

"I found the teeth, put them in cold water, and called the babysitter to take the child to the dentist," she says. "The teeth were replanted, and they 'took.'"

Early training as a Girl Scout and 4-H member has even seen Waggoner through encounters with broken limbs. But, she notes, our society is a "sue-happy" one. To help a child, an office worker risks losing a lawsuit.

The job offers hassles, the job offers risks—but the school secretary's job also offers involvement with kids. Many school secretaries know most of the students by name. Some, like Linda Schreppler, a senior secretary at East Dover (Del.) Elementary School, know most students' parents, home situations, and school bus routes.

Many secretaries also find their jobs give them room to make a difference—to the kids, and to the school. Betty Jo Waychoff, a secretary at East Franklin Elementary School in Waynesburg, Pa., says kids used to come up to her while she was on bus duty and proudly announce, "Today's my birthday!"

Waychoff suspected that not many people were paying attention to those important days, but she knew they were once-a-year chances to build the students' self-esteem. So Waychoff paid attention: she set up a schoolwide birthday recognition program.

Today a bulletin board at the building entrance lists every student with a birthday that week. And Waychoff gives each one a "Happy Birthday" pencil and a three-inch birthday pin, complete with the student's photo.

Other office workers set out to change the life of one child—maybe one who doesn't seem to fit in or is thinking of dropping out.

"For youngsters who are having trouble adjusting to our school, I make a big deal out of their being there and check to see that they go to class," says Denver's Waggoner. "You can't have this job and not get involved."

A school secretary who takes a central office job gives up that involvement—and some never stop missing it. Barbara Chubb worked for 12 years at Lake Braddock High School in Fairfax County, Va. This year, when the school's principal became an area superintendent, Chubb went with him. But she says she still hasn't gotten used to not having kids around.

"One year I sponsored an entire class," says Chubb. "I got to be very close to them. I miss that interaction."

For 18 years Joy Nix was a secretary at San Diego's Silvergate Elementary School. Today she keeps budget records for the district's director of human relations, and she likes her work. Still, she's nostalgic.

"Being a school secretary is very much like being a parent," Nix recalls. "You watch them grow, and they come to you all excited about moving to the next grade. Pretty soon they arrive at the school with their own kids. That's happened to me many times."

Given their up-close and personal view of students, what do school office workers think of today's kids?

"Most of those I've met are wonderful human beings," says Oregon's Susan Skites. "It's a shame that many people find it quick and easy to think badly of kids."

And how do kids really think of school office workers? Pretty highly, says Delaware's Linda Schreppler. "One day when I was out shopping, I ran into a young student and his mother," she recalls, "and he introduced me as the assistant principal. It made my day."

—Diane Dismuke

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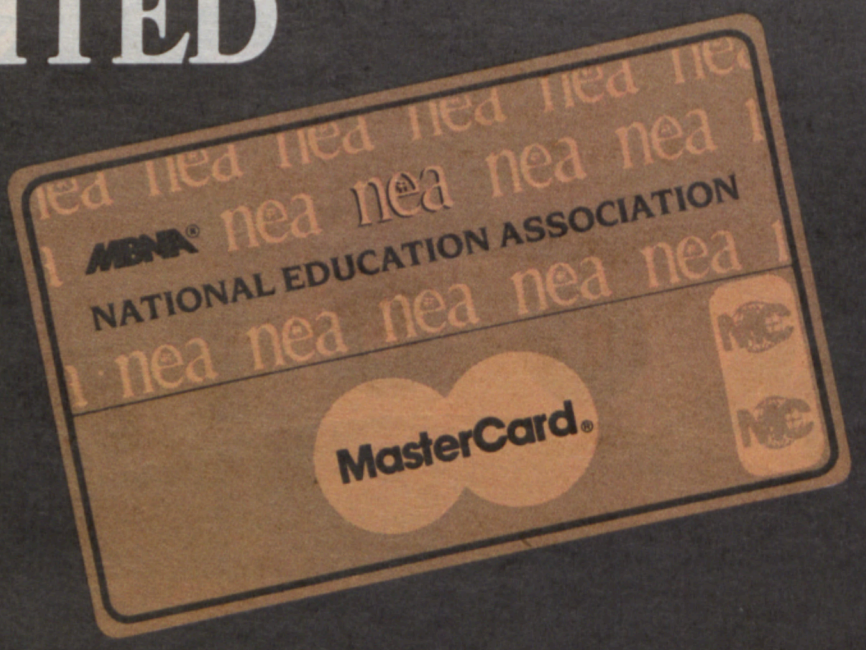

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YOUR PERSONAL DATA (Please Print)

Name		
Address		
City	State	Zip
Home Phone	Business Phone	
Social Security Number	Date of Birth	
Are You: ☐ Renting ☐ Buying or ☐ Own?	Monthly Payment $	
Previous Address (must be completed if at present address less than 3 years.)		
Employer		
Position	Years There	
Previous Employer or School Attended		
Annual Salary $	Other Income $	
Total Income $		

Include income from *all* sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

State Association	
Mother's Maiden Name (for use when you request special action taken on your account)	

This program is currently not available in District of Columbia, Michigan, Pennsylvania and Puerto Rico.

ADDITIONAL INFORMATION

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If you already carry an NEA Card: Account #
If you are not eligible for the NEA Premier Gold MasterCard, would you like to apply for the NEA School Days MasterCard? ☐ Yes ☐ No

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Social Security No.	Relationship to Applicant
Employer	
Position	Years There
Annual Income $	Business Phone

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Your Signature Here (Seal) Date

X
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ACCOUNT INFORMATION

Annual Fee(s)	$15 for the NEA Premier Gold MasterCard; $9 for the NEA School Days MasterCard. Fee waived first year for new participants in the program.
Annual Percentage Rate	16.5% for that portion of the Average Daily Balance equal to or less than $2,500 and 15.5% for that portion of the Average Daily Balance exceeding $2,500.
Grace Period for Repayment of Balances for Purchases	At least 25 days from statement closing date.
Method of Computing the Balance for Purchases	Average Daily Balance (including new purchases).
Transaction Fee for Cash Advances, and Fees for Paying Late or Exceeding the Credit Limit	Transaction Fee for Bank and ATM Cash Advances: 2% of each cash advance; $2 minimum, $10 maximum; Transaction Fee for Access Check Cash Advances: 1% of each cash advance; $2 minimum, $10 maximum; Late Payment Fee: $10; Over-the-Credit-Limit Fee: $10.

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5/90

Health

Information about health factors that affect the way students learn

William E. Boyle, Jr., M.D., a specialist in injury prevention and chronic diseases in children, has been a pediatrician with the Dartmouth-Hitchcock Medical Center in Hanover, N.H., for 20 years. Dr. Boyle is a member of the American Academy of Pediatrics' Accident and Poison Prevention Committee.

Bike Helmets Save LIVES

Q. Why has there been so much interest recently in bicycle safety?

A. Advances in medical care have eliminated many of the common problems of childhood, such as measles, whooping cough, and polio. One major problem for children and adolescents remains: accidents.

Of the estimated 85 million bicycle riders in the United States, half are under the age of 15. Bike crashes are the leading cause of death and disability for young people in America. Every year they kill 400 to 500 children under 15—and many of these deaths are preventable.

Q. How common are injuries among young bike riders?

A. In 1988, almost 350,000 children younger than 15 were treated in U.S. hospital emergency rooms for bicycle-related injuries. Many others were treated in doctors' offices and clinics.

Q. What are the most common types of bicycle injuries?

A. Cuts, scrapes, and bruises to the arms and legs are by far the most common injuries caused by bicycle crashes. Although painful, they rarely lead to serious or permanent disability.

But among the injuries serious enough to take kids to the doctor or to the hospital, fully a third are head injuries. And among children who are actually admitted to the hospital with bicycling injuries, two-thirds have suffered head trauma.

A number of studies have shown that head injury is a contributing or primary cause of 70 to 80 percent of all children's bicycle fatalities. And those who survive head injuries may suffer long-term consequences.

Q. How can bicycle-related injuries be avoided?

A. Many people don't realize that most bicycle injuries are due to falls, not collisions with cars. Mishaps occur in driveways, in parks, and on sidewalks—not just on streets.

Falls from a bicycle are probably inevitable for even the most cautious rider. However, head injuries from falls can be prevented or at least limited. Bicycle helmets have been shown to reduce the risk of head injury by 85 percent and brain injury by 88 percent. In addition, they protect the rider's face and head from scrapes and cuts.

Q. What are the most common objections to bicycle helmets?

A. First of all, most parents aren't aware of the value of bicycle helmets. As children, they rode without helmets—many still do!

Some parents may object to the helmet's cost (between $25 and $50, depending on the model and style). They don't realize that a helmet will give years of protection. Certainly it'll be worth far more than its cost if wearing it saves a child's life or even prevents a trip to the emergency room. And if a group of parents decides to get helmets, bulk purchases can lower the cost significantly.

Only 2 to 5 percent of children who ride bikes wear helmets. Most object to helmets because they're afraid of being different from their friends. This attitude is hard to overcome. One promising finding: a child who's been allowed to help buy a helmet is often willing to wear it.

Q. What can school employees do to promote bicycle safety, particularly the wearing of bicycle helmets?

A. School employees can take several important steps.

If children regularly ride bikes to school, school employees can alert them and their parents to the need for helmets. They can stress the difference the child can make by following the rules of the road, riding on the right with traffic, and obeying traffic lights and stop signs.

Sponsors of school bicycle trips should require all participants to wear helmets. Some educators have also encouraged community groups to organize "bicycle rodeos" on the school grounds. These events can teach bicycle safety and serve as catalysts for the spread of helmets.

Q. How can you tell if a helmet is safe or "approved?"

A. Not all bicycle helmets on the market have passed impact or energy-absorbing tests. Two standards—one from the American National Standards Institute (ANSI) and the other from the Snell Memorial Foundation—are now used to rate bicycle helmet performance. A helmet bearing an ANSI or Snell sticker has been shown to be able to absorb or diffuse an impact that would cause significant injury to an unprotected head.

Q. What are the merits of "hard-shell" and "soft-shell" helmets?

The part of a helmet that's essential for impact protection is a thick layer of styrofoam (polystyrene) that crumples on impact, absorbing the force of the blow.

A helmet should also have a retention system—a chin strap and adjustable fastener. This keeps the helmet firmly in place on the head. Pieces of sponge called "comfort pads" ensure a snug fit and proper air flow and ventilation. They can be moved around in the helmet.

Both hard-shell and soft-shell helmets have these features. A hard-shell helmet also has a hard outer shell of plastic or fiberglass that provides protection against sharp objects and keeps the inner shell of polystyrene in place if that shell cracks in a fall.

A soft-shell helmet has no outer shell. That means it's lighter than the hard-shell variety but may be less durable. It has an extra-thick layer of polystyrene and is held together by a cloth cover or surface coating. This cover must always be worn—it's what holds the helmet together.

Q. What resources are available to help educators promote bicycle safety?

A. Some of the most valuable may be right in the local community. The American Academy of Pediatrics has made bicycle safety (and, specifically, bicycle helmet promotion) a priority, so your community pediatricians may have ideas and information.

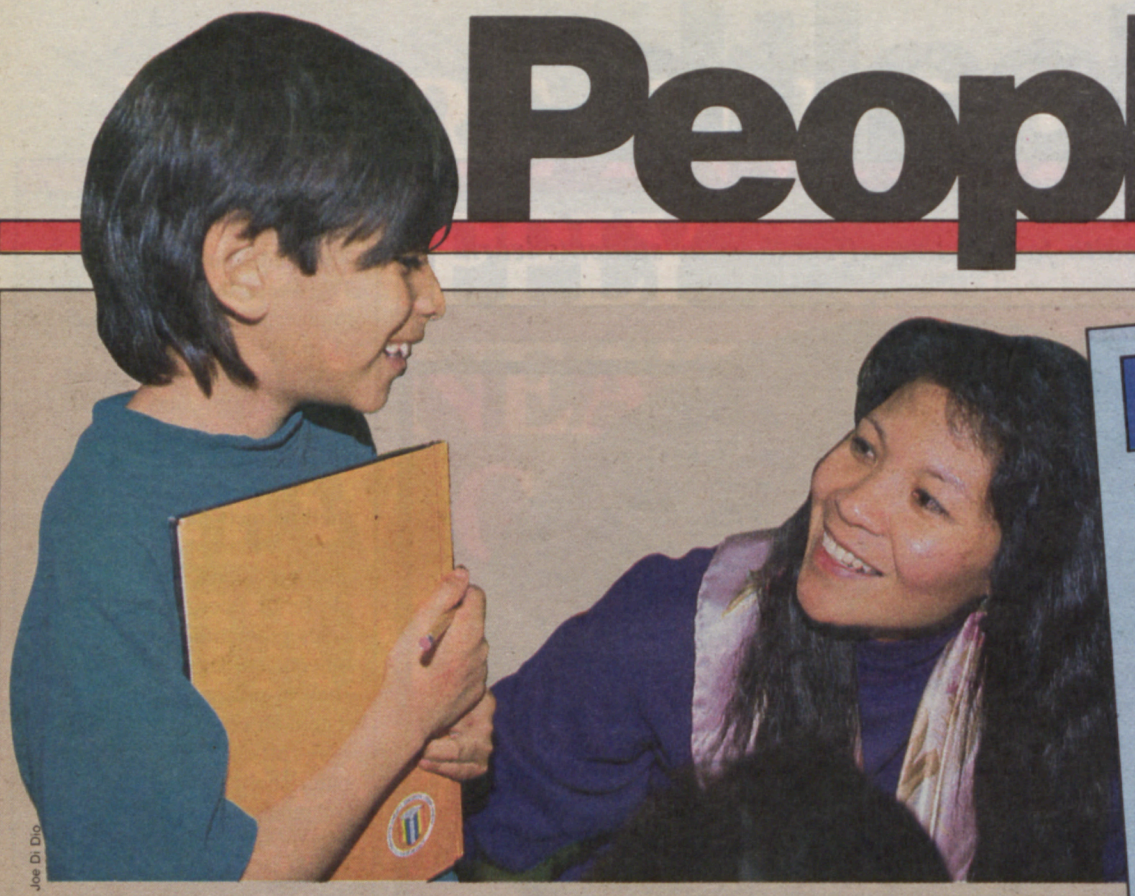
On the national level, a number of groups have developed resources:

► With funding from Sandoz Pharmaceuticals, the American Academy of Pediatrics has developed a bicycle helmet safety campaign. For a free brochure, "Protect Your Child from Head Injury," send a self-addressed, stamped envelope to Bicycle Helmets, American Academy of Pediatrics, 141 Northwest Point Blvd., Elk Grove Village, IL 60009-0927 (phone: 708-228-5005).

► Companion pieces—a poster and a videotape titled *Bicycle Safety Camp*—are available from Sandoz Pharmaceuticals. For information, write: Triaminic Bicycle Safety Campaign, Sandoz Route 10, East Hanover, NJ 07936, Attention: Vince Ippolito (phone: 800-288-4280).

► The *AAA Bicycle Rodeo Guide* is a resource book that gives specific instructions for setting up a bicycle rodeo, as well as other activities and resources. For a copy, send $5 to Bike Centennial, P.O. Box 8308, Missoula, MT 59807.

People


Joe Di Dio

Life Lessons

It's been 19 years since **Kim Chi Crittenden** arrived in the United States, a refugee from the Vietnam War, but she remembers the pain and culture shock as if it were yesterday. And today she sees those same feelings in the students she teaches.

"Many of my students are immigrants who came to this country with older brothers and sisters or other family members," says Crittenden, who teaches English as a second language at Abingdon Elementary School in Arlington, Va. "They struggle to understand this country and each other. Besides that, they don't have the opportunities others have."

Creating opportunities for Abingdon students has become a passion of Crittenden's. She set up a project enabling high school students to tutor at-risk elementary students twice a week. Every two weeks, she holds an evening session for parents of children who are having academic or behavioral difficulties. And once a month she takes a different group of students on a field trip—to the White House, on a boat ride on the Potomac, or to the National Air and Space Museum.

"Becoming a teacher made so many things possible for me," says Crittenden. "I just want to open that many doors for my own students. And I want them and their parents to know they have someone to talk to who understands their pain."

Little Kids, Big Kids

In the Amigo Project, Tucson school social worker **Efrain Carrillo** (at left below) has an answer to the problem of kids who lose interest in elementary school because they don't think college is within their grasp.

"As a Chicano," explains the Mexican-born Carrillo, "I'm sensitive to the high dropout rate among minorities. In the schools I work with, most students are Hispanic—many from families with no history of higher education. College is an empty word if you've never touched it.".

The kids in the Amigo Project *can* touch college. Like 11-year-old Ruben Flores (at center below), each of them has a college student to talk to and learn from. Flores' mentor is Pima Community College student Bill Bishop (at right below).

Carrillo set up Amigo three years ago. The project involves the Tucson Unified School District, Pima Community College, and the Tucson chapter of the Big Brother, Big Sister program.

"We've matched 50 different children with college students since the program started in 1986," Carrillo says, "and as far as I know they're all still in school."

Edward McCabe

OEA

From left: Nancy Prins; Evelyn, Thomas, Gerhard, and Barbara Buttner; Jan Prins.

The Taste of Freedom

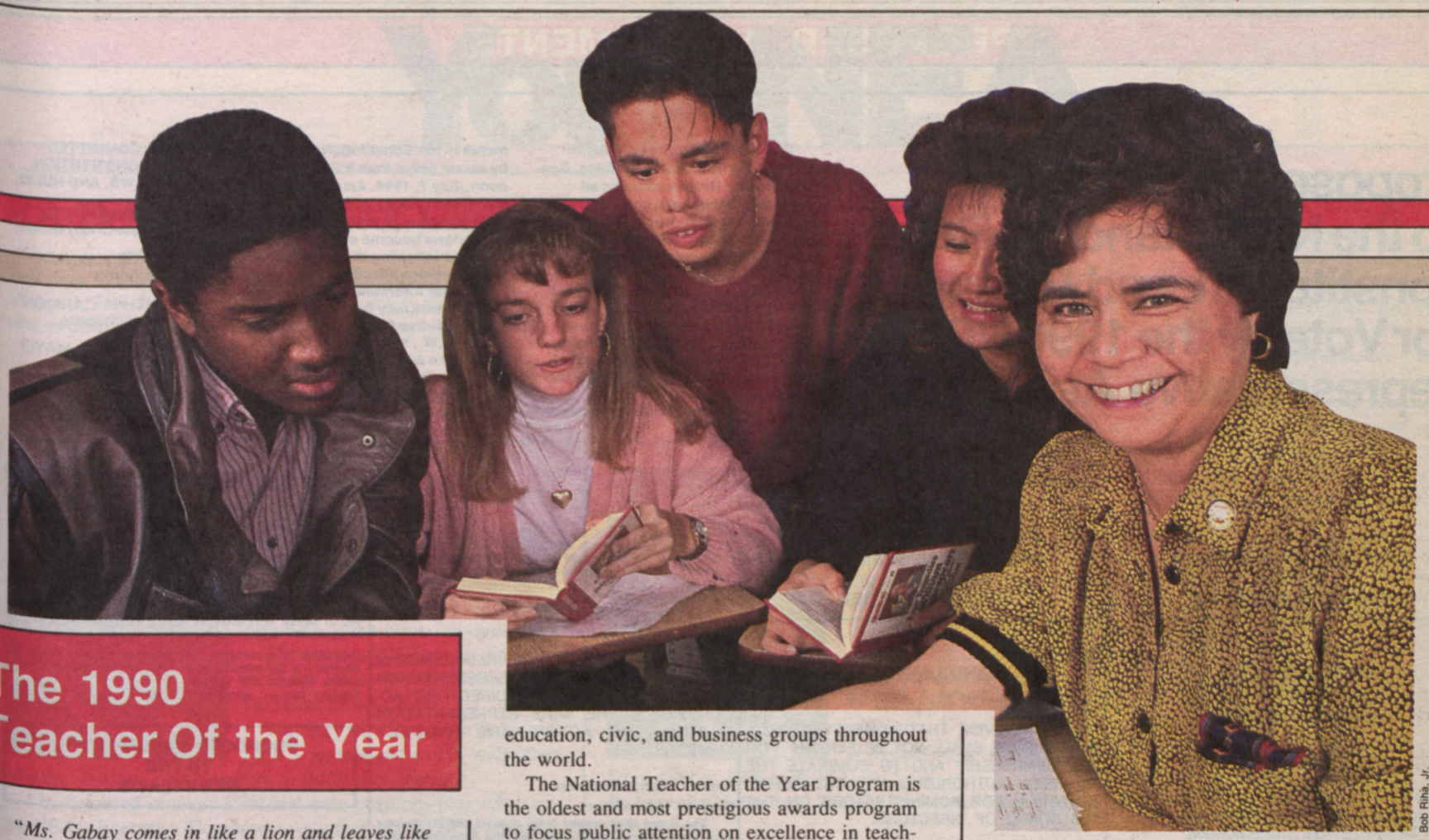
Overseas Education Association members **Jan** and **Nancy Prins** met Gerhard and Barbara Buttner and their children at a rest stop on the highway near Nuremburg, West Germany. It was November, and East Germany had just opened its borders.

"They were just sitting in their car, the tears welling up in their eyes," recalls Nancy Prins, president of the Bamberg Education Association. "The whole highway was jammed with East Germans savoring the freedom to travel west."

After the Buttners returned home, the families kept in touch and the Prinses invited the Buttner family to Bamberg. In March, the Buttners returned.

"We held an American-style potluck dinner along with other OEA members. Everybody brought foods, toiletries, and other items still scarce in East Germany," says Jan Prins, OEA Area Director. "The Buttners got a taste not just of freedom, but of American hospitality as well."

Morry Gash



Bob Riha, Jr.

The 1990 Teacher Of the Year

"Ms. Gabay comes in like a lion and leaves like a lamb. She enters your life 'hissing and spitting' about college and survival. She molds you, shapes you, and sends you out into the world ready and roaring into college wanting to take on the world."—A student of Janis Gabay.

As the 1990 National Teacher of the Year, **Janis Gabay** will be transporting that inspirational style from her San Diego, Calif., classroom at Junipero Serra High School to a national spotlight.

She's education's new ambassador, representing the teaching profession in meetings with education, civic, and business groups throughout the world.

The National Teacher of the Year Program is the oldest and most prestigious awards program to focus public attention on excellence in teaching. The competition, now in its 39th year, is sponsored by the Council of Chief State School Officers in partnership with Encyclopaedia Britannica, Inc.

Gabay officially succeeded Association member Mary Bicouvaris of Virginia on April 4. Her tenure as Teacher of the Year began with a White House ceremony where President George Bush presented her with a crystal apple.

"I'm honored to be named National Teacher of the Year," Gabay says. "However, I consider myself only a representative of the nation's many good teachers."

Gabay's perspective has been forged during 17 years as an English teacher. "My greatest contribution as a teacher is in motivating students to demonstrate levels of performance consistent with their potential," she asserts. "I see my primary task as helping them identify and refine knowledge, skills, and talent that they may not know they have."

Gabay's goal as Teacher of the Year? "I want to convey the idea that teaching is more than a challenge—for me, it is a most noble profession; I truly believe teachers shape the story of the future."

Investment Contest Pays Dividends

"Wheeling and dealing with money has always been an interest of mine," says **Beverly Lee**, a business education teacher at Oconomowoc (Wisc.) Senior High School.

An interest—and a skill, if results of the AT&T Collegiate Investment Challenge are any indicator. After four months of managing a stock portfolio with play money, Lee placed seventh in the nation in the contest's professor/adviser division. She was the only woman and the only K-12 teacher to finish in the top 10.

The game's rules are simple. After paying a $43 entrance fee, each participant gets an imaginary $500,000, a password, and an account number. From November to February, high school and college students and teachers dial an 800 number to buy and sell stocks. The goals: to make money, of course, but also to learn about economics and finance.

Participating as a lark—and with the help of an old friend and local stockbroker—Lee made $50,000 in imaginary money. As adviser to the Future Business Leaders of America, she also shared her best judgment with 13 high school student players—all of whom finished with sums above the national average.

Lee's cautious about using real money to play similar games herself, and when colleagues pester her for hot tips, her advice is always the same: "Get yourself a good stockbroker."

For more information about the contest or to receive a free teaching guide (available in late August), write to Lisa Nollet, Director of Marketing, Wall St. Games, Inc., 40 Grove St., Wellesley, MA 02181, or call 800-545-1990.

Scholar in Vietnam

It was the scholar's curiosity that drove Johnson City, Tenn., history teacher **Carol Transou** to visit a country few tourists ever see.

"I went to Vietnam for the same reason historians visit Gettysburg," Transou says.

For Transou, the visit was a high point in a year's work. She's one of 53 1989-90 Teacher-Scholars named by the National Endowment for the Humanities in partnership with *Readers Digest*.

Transou—Tennessee's 1987 Teacher of the Year—is devoting her $27,500 grant to a year-long inquiry into the origins, impact, and legacy of the Vietnam War.

Transou's self-directed study came alive for two weeks in January as she met with English-speaking Vietnamese students and answered their eager questions about schools in America. (Transou is shown here with her tour guide and teachers at a Hanoi high school.)

"Traditionally, the Vietnam War has been a piece of the past very few teachers have been academically prepared to teach," says Transou. "Now I'm hoping to help other teachers infuse Vietnam studies into the curriculum."

PROPOSED AMENDMENTS

Proposed Amendments To the NEA Standing Rules, Constitution, and Bylaws For Vote by the 1990 NEA Representative Assembly

This issue of *Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws* contains all amendments that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

The Representative Assembly will vote on amendments to the Standing Rules by voice vote at the first business meeting, July 5, 1990. Standing Rule Amendments, if adopted, are effective immediately unless otherwise specified.

The Assembly will vote on amendments to the Constitution and Bylaws by secret ballot from 8:30 a.m. to 12 noon, July 7, 1990. Amendments will be discussed prior to voting.

Amendments to the Constitution and Bylaws become effective on September 1 following their adoption unless otherwise specified.

Further information on proposed amendments may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (telephone 202-822-7195).

In the following texts, deletions are in brackets and additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

BARBARA R. COLE
Kansas, *Chairperson*

BETTIE J. BLACK
Oklahoma

EDITH H. CANNON
Massachusetts

HORACE M. MAYO
Minnesota

LARRY L. RUTH
New York

PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT A1
(Requires a majority vote)

Title: TO SPECIFY THAT A STATE SHALL ELECT ITS STATE MEMBERS AND ALTERNATES TO THE RESOLUTIONS COMMITTEE FROM AMONG ITS STATE AND LOCAL DELEGATES IN THE STATE DELEGATION.

Rule 8. Definition of Resolutions, Committee, and Procedure

D. State, Retired, Student, and At-Large Members. The registered delegates from each state shall elect as many members and alternates to the Resolutions Committee from among [its] the state and local delegates in the state delegation as each state has NEA state directors. The retired delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee from among the retired delegates as the number of retired directors. The student delegates to the NEA Representative Assembly shall elect as many members and alternates to the Resolutions Committee as the number of student directors. Nominations of student members to the Resolutions Committee shall be open to all eligible NEA Student members.

Submitted in accordance with Standing Rule 9.B.1.d (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Barbara R. Cole, Kansas

STANDING RULE AMENDMENT 1
(Requires a majority vote)

Title: TO REMOVE THE LIMITATIONS ON THE LENGTH OF CANDIDATE SPEECHES IN THE REPRESENTATIVE ASSEMBLY.

Rule 10. Elections, Committee and Procedure

G. Nominations.

(No change in first three paragraphs)

3. Consistent with the requirements set forth in Rule 10.H., each candidate shall be nominated from the floor by motion of a delegate who has full voting rights in the Representative Assembly. When all nominations have been made, each candidate or designee shall have [an allotment of] the time necessary to address the Representative Assembly. [Candidates for the office of President shall be given five (5) minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, and the Executive Committee shall be given three (3) minutes. Candidates for at-large positions on the Board of Directors shall be given two (2) minutes.]

Candidates or their designees shall speak in an order determined by a drawing by the candidates or their designees. . . .

(No change in remainder of rule)

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Marti Zins, Minnesota

STANDING RULE AMENDMENT 2
(Requires a majority vote)

Title: TO BAN MUSIC, SINGING, AND OTHER LOUD-VOLUME CAMPAIGNING FROM ANY AREAS WHERE THEY CAN BE HEARD IN THE REPRESENTATIVE ASSEMBLY OR IN THE VOTING AREA.

Rule 11. [Distribution of] Material[s] Distribution and Campaigning

(New Section C)

C. There shall be no music, songs, or other loud-volume campaigning where it can be heard in the Representative Assembly or in the voting area.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Eleanor R. Yokois, Maryland

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT 1
(Requires a 2/3 vote)

Title: TO PROVIDE THAT ADMINISTRATORS / SUPERVISORS SHALL NOT BE ELIGIBLE FOR NEA MEMBERSHIP AND TO ELIMINATE THE PROVISION AUTHORIZING AT-LARGE REPRESENTATION FOR ADMINISTRATORS ON THE NEA BOARD OF DIRECTORS.

Article II. Membership

Section 2. Membership Eligibility: Provisions and Limitations.

a. Membership, as provided in the Bylaws, shall be open to all persons actively engaged in the profession of teaching or in other educational work or to persons interested in advancing the cause of public education who shall agree to subscribe to the goals and objectives of the Association and to abide by its Constitution and Bylaws, except that administrators shall not be eligible for membership.

Article V. Board of Directors

Section 1. Composition.

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

(Reletter subsequent sections)

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Janis Ray, Minnesota

AMENDMENT 2
(Requires a 2/3 vote)

Title: TO DELETE FROM ARTICLE II, SECTION 2.d. THE WORDS "RACE, CREED, NATIONAL ORIGIN, OR SEX" AND TO SUBSTITUTE THE WORDS "RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEX, SEXUAL ORIENTATION, AGE, HANDICAP, MARITAL STATUS, OR ECONOMIC STATUS."

Article II. Membership

Section 2. Membership Eligibility: Provisions and Limitations.

d. The Association shall not deny membership to individuals on the basis of [race, creed, national origin, or sex] race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, or economic status, nor shall any organization which so denies membership be affiliated with the Association.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Robert Birle, California

AMENDMENT 3
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE ADVISORY COMMITTEE OF STUDENT MEMBERS SHALL INCLUDE TWO (2) CLASSROOM TEACHERS.

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term *committee*. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees except the Standing Committee on Educational Support Personnel and the Advisory Committee of Student Members shall comprise at least seventy-five (75) percent classroom teachers. The Advisory Committee of Student Members shall include two (2) classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Lorraine Ludwig, Connecticut

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO PROVIDE THAT RETIRED MEMBERS SHALL BE ENTITLED TO REPRESENTATION ON THE NEA BOARD OF DIRECTORS ACCORDING TO THE SAME REPRESENTATION FORMULA AS ACTIVE AND STUDENT MEMBERS.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from each association affiliated with the Association as a state affiliate, (b) at least one (1) director for the Retired members of the Association, and (c) at least one (1) director for the Student members of the Association.

Each state unit shall be entitled to an additional director for each 20,000 Active members of the Association. The Student members of the Association shall be entitled to an additional director for each 20,000 Student members. [Retired members shall be entitled to a second director upon reaching 20,000 members, a third director upon reaching 40,000 members, a fourth director upon reaching 100,000 members, and an additional director for every 100,000 members thereafter.] The Retired members of the Association shall be entitled to an additional director for each 20,000 Retired members.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Harlan E. Bauermeister, Minnesota

AMENDMENT 5
(Requires a 2/3 vote)

Title: TO ELIMINATE THE PROVISION THAT THE NUMBER OF ADDITIONAL NEA DIRECTORS IN A STATE BEYOND THE FIRST SHALL BE ON THE BASIS OF PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION; TO ELIMINATE THE PROVISION REQUIRING AT-LARGE REPRESENTATION FOR ADMINISTRATORS ON THE BOARD OF DIRECTORS; AND TO REDEFINE CATEGORY 1 AND CATEGORY 2 SO THAT ACTIVE MEMBERS WHO ARE SUPERVISORS ARE INCLUDED IN CATEGORY 1.

Article V. Board of Directors

Section 1. Composition.

a. At least one (1) director elected within each state shall be a nonsupervisor, and if a state is entitled to more than one (1) director, at least one (1) shall be a classroom teacher. [The total number of additional directors representing the members in each state affiliate after the first shall be on the basis of proportional representation by educational position of NEA members.]

(No change in subsections b and c)

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

(Reletter subsequent sections)

Bylaw 12. Definitions

12-1. Definitions of Terms.

d. *Education position:* Education position shall mean the following two categories: category 1 shall include all NEA Active members [who are not supervisors]; and category 2 shall include [NEA Active members who are supervisors,] NEA retired Life members [,] and NEA staff Life members.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Ann Robertson, Tennessee

AMENDMENT 6
(Requires a 2/3 vote)

Title: TO PROVIDE THAT RETIRED DIRECTORS SHALL NOT BE COUNTED IN DETERMINING THE AT-LARGE REPRESENTATION ENTITLEMENTS OF ADMINISTRATORS, CLASSROOM TEACHERS IN HIGHER EDUCATION, AND ACTIVE MEMBERS EMPLOYED IN EDUCATIONAL SUPPORT POSITIONS ON THE BOARD OF DIRECTORS.

Article V. Board of Directors

Section 1. Composition.

h. Student and retired representation on the Board of Directors shall not be computed in determining the representation entitlements of administrators, classroom teachers in higher education, or Active members employed in educational support positions.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Barbara R. Cole, Kansas

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT 7
(Requires a majority vote)

Title: TO PROVIDE THAT A PAST PRESIDENT OF THE ASSOCIATION SHALL BE GRANTED NEA ACTIVE MEMBERSHIP FOR LIFE.

Bylaw 2. Membership

2-3. Rights and Limitations.

f. Active Life members at the time of adoption of this document by the Representative Assembly shall continue to hold Active membership for life; Associate Life members shall continue to hold Associate membership for life. A past president of the Association shall hold Active membership for life. If the employment status of a past president does not meet the requirements of Bylaw 2-1.b, the education position of said individual shall be category 2.

Submitted in accordance with the Constitution, Article IX, Section 1.d (by majority vote of the NEA Board of Directors)
Contact person: Robert F. Chase, Connecticut

AMENDMENT 8
(Requires a majority vote)

Title: TO AUTHORIZE THE EXECUTIVE COMMITTEE TO GRANT A WAIVER OF THE OBJECTIVE THAT THE STATE DELEGATION SHALL REFLECT THE PROPORTION OF IDENTIFIED ETHNIC MINORITY POPULATIONS WITHIN THE STATE PROVIDED THAT (a) THE TOTAL ETHNIC MINORITY PROPORTION WITHIN THE STATE DELEGATION EQUALS THE PROPORTION OF ETHNIC MINORITIES ENROLLED AS MEMBERS OF THE STATE AFFILIATE AND (b) THE TOTAL ETHNIC MINORITY PROPORTION OF THE STATE DELEGATION IS AT LEAST EQUAL TO THE HIGHEST PROPORTION WITHIN THAT STATE'S DELEGATION IN ANY PREVIOUS YEAR.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

g. It is the policy of the Association to achieve ethnic-minority delegate representation at least equal to the proportion of identified ethnic-minority populations within the state. Prior to December 1 of each fiscal year, each state affiliate shall submit to the NEA Executive Committee for its approval a legally permissible plan which is designed to achieve a total state and local delegation to the Representative Assembly held that fiscal year which reflects these ethnic-minority proportions. These provisions may be waived in the event that the state affiliate has achieved an ethnic-minority proportion at least equal to the proportion of ethnic minorities enrolled as members of the affiliate, and provided further that the total ethnic-minority proportion of its delegation is at least equal to the proportion within that state's delegation of the highest of any previous year. If a state affiliate fails to submit such a plan, the NEA Executive Committee fails to approve a plan which is submitted, or a state affiliate fails to comply with an approved plan, the Representative Assembly may deny to the delegates from the state affiliate any right to participate in the NEA Representative Assembly at the Annual Meeting other than to (i) participate in elections for Association officers and (ii) vote on increases in Association membership dues. Local affiliates shall comply with the approved plan of the state affiliate, and if a local affiliate fails to do so, the right of its delegates to participate in the NEA Representative Assembly at the Annual Meeting may be limited as indicated above. The failure of a state or local affiliate to comply with the provisions of this Bylaw shall in addition be grounds for censure, suspension, or expulsion pursuant to Bylaw 6-5.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Ed Foglia, California

Your NEA

RA Delegates To Elect Leaders

Delegates to the 1990 Representative Assembly in Kansas City, Missouri, July 5-8, will elect an NEA secretary-treasurer and two members of the NEA Executive Committee. The secretary-treasurer will serve a two-year term beginning September 1, 1990. The two Executive Committee members will serve three-year terms beginning the same date.

The following candidates filed for office and submitted statements by April 1. Candidates for each office appear in the order in which they filed for office.

For Secretary-Treasurer

Pearl Mack

The NEA Secretary-Treasurer must have an in-depth understanding of the need to be fiscally responsible and responsive to the needs of all members of the NEA family.

The Secretary-Treasurer must motivate others to join in improving the status of education.

The Secretary-Treasurer helps set NEA's agenda and works with other officers, leaders, and members to fulfill that agenda.

I have served in many local and state positions plus six years on NEA's Executive Commitee. As a member of NEA's leadership team, I have acted as spokesperson for our organizational positions on many issues, including educational equity, minority involvement, women's rights, and political activism.

NEA's future agenda must include member involvement in collective bargaining and political action as we work for the restructuring of the schools.

Marilyn Monahan

The NEA Secretary-Treasurer must be able to envision the future of the organization and transform that vision into action.

During my seven years as president of NEA-New Hampshire, the state Association has—

► Increased membership by 50 percent.

► Helped raise teacher salaries from 48th to 29th in the nation.

► Improved retirement benefits for school employees by up to 100 percent.

► Gained recognition as a highly effective lobbying group.

► Initiated a statewide site-based decisionmaking project.

Over the next few years, NEA will need to respond to major issues, including school funding, education reform, and raising education employees' compensation.

The NEA Secretary-Treasurer will play a major role in influencing the outcome on these vital issues and in helping to advance NEA's agenda for the nineties.

For Executive Committee (two seats)

Susie C. Jablinske

After 20 years' leadership in the united education profession—as local president, on the MSTA and NEA boards, as chair of the Human Relations and Desegregation Study Committees, and in many more positions—I am running for the NEA Executive Committee. The NEA must serve fully and effectively each one of our 2 million members.

All of us—classroom teachers, educational support personnel, higher education faculty, students, retirees—are bound together by our unified demand for high-quality public education. We cannot be true to our mission unless we continue to fight for our dignity in the workplace, respect in the community, and security in retirement. We must fight for good pay, equity, and health care even as we fight to protect the futures of the students we serve.

Dennis Van Roekel

My year on the NEA Executive Committee has been challenging and exciting. I am delighted to submit my name for reelection.

Leadership must bind NEA resources into a cohesive nationwide program, benefiting from the numerous regional strengths, building on the diverse cultures of the profession, and boasting a unity of direction unequaled in the past.

Most of all, the NEA must define a common vision of the future for America's children and for the dedicated people who share the traditions, heritage, and knowledge of previous generations with the generation of tomorrow.

NEA members must bond together for the common purpose of strengthening education and our profession. If we work together, the NEA will remain at the forefront of educational reform and representation of education employees.

Kathy Bell

The next few years will be crucial ones for NEA. We face restructuring our schools and streamlining our organization. We need leaders with a depth and breadth of knowledge and experience. We need leaders who can promote collective bargaining rights, increased school funding, and progressive education reform. We need leaders who have experience with all membership categories.

As a former local president and current president of FTP-NEA, I have been involved in many aspects of education reform. During my tenure, FTP-NEA has experienced unprecedented growth in K-12, ESP, higher education, student, and retired members. As NCSEA president, I am familiar with issues in other states.

Members of the NEA Executive Committee must be willing and able to fight for public education, our profession, and our organization.

Kansas City, Here We Come

More than 8,000 delegates are expected to converge on Kansas City's H. Roe Bartle Hall July 5-8 for NEA's 1990 Representative Assembly."

Delegates will represent all NEA members—teachers, support staff, administrators, higher education faculty, student members, and retirees. Together they'll set a course for 1990-91.

Delegates will elect a new NEA secretary-treasurer and two members of the NEA Executive Committee.

A number of meetings will precede the RA. The Joint Conference on Minorities and Women will be held June 29 through July 1, and the Instructional Issues Conference will be held July 2, both at the Westin Crown Center.

July 3-5 conventioneers may browse through more than 200 exhibits on display at H. Roe Bartle Hall.

For more information on any aspect of NEA's annual meeting, contact your state Association or the NEA Office of Convention and Conference Management.

Help NEA-PAC

NEA-PAC invites all NEA RA delegates and nondelegates to participate in its annual Giveaway program.

The 1990 Giveaway prizes will be a 1990 Chrysler New Yorker Fifth Avenue or $20,000 in cash, donated by the Michigan Education Association, and a new 1990 Chrysler Le Baron convertible or $20,000 in cash, donated by the Tennessee Education Association. Additional prizes: a Caribbean cruise vacation for two or $2,300 in cash, and a $1,000 U.S. Savings Bond or $500 in cash.

In recent years, the Giveaway contributions have become the largest single source of NEA-PAC revenue. Since 1981, these contributions have soared from $54,000 to 1989's record $314,000. Last year's RA set a record contribution average of $38 per delegate.

To participate, delegates should fill out the appropriate card in their delegate credentials packet and deposit it with their contribution in the Giveaway drum at the Convention Center.

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Innovation

How NEA members are changing the way schools work

In Washington

Preparing Students for The 21st Century

Imagine a school without grade levels and with computers on which kids learn to read, write, add, and subtract. A school where teachers stay with the same kids for two years.

Imagine an elementary school conceived and developed by a team of teachers, local residents, and administrators.

Last September that school opened, in Washington State's Central Kitsap District. Cougar Valley Elementary School culminates years of planning for educators and citizens in Silverdale, just across Puget Sound from Seattle.

Cougar Valley Elementary has 520 students, drawn from what were previously three attendance areas. Kids are assigned to classes by age. Teacher Kaye Moon's class of 29 is made up of 10-, 11-, and 12-year-olds, who would normally be fifth and sixth graders.

Moon follows the district's learning objectives, using teacher-made materials, district-adopted texts, and computer programs. Students learn math and reading on computers obtained with a $350,000 grant from the Tandy Corporation, which has formed a partnership with the school. Tandy also provided a computer trainer.

Central Kitsap Education Association President Jeannie Harmon says the district has spent several years looking for ways its schools can meet the challenge of a technologically changing society. Harmon served on a school-community steering committee that planned the needed school restructuring.

Cougar Valley Elementary is the first product of the committee's work. Every element of its curriculum has been carefully field-tested in other district schools.

But Cougar Valley is only one component of a long-term plan. Next year another elementary school with the same program will open, the following year still another, then junior and senior highs and other elementary schools.

Cougar Valley has given team teaching new meaning. Kaye Moon says all 32 teachers, specialists, and support staff feel they're members of one team. They meet during class-free Wednesday afternoons to discuss curriculum and other issues. (To make up the time, 30 minutes is added to each of the other four days.)

All the Cougar Valley teachers are at the school by choice, selected on the basis of seniority after attending planning classes for a year. Community members attended the classes along with the educators.

Cougar Valley's team concept carries over into its classrooms: About once a week classes of older students team up with classes of younger ones.

Moon's kids work one-on-one with five-year-olds, helping them to read, while writing down and illustrating stories they make up.

In all classrooms, the kids practice group learning. Moon's students often work in pairs, and in other classes, kids work in groups of four.

For Moon, an 11-year teaching veteran, there's no place she'd rather be.

"We're enthusiastic, and the kids are wonderfully motivated," she says. "Cougar Valley is taking a lead in educational change."

—Diane Dismuke

Elaine Thompson

Pictured at left with Cougar Valley Elementary students are Association members Susan Davey and Kaye Moon (inset).

In Massachusetts

Off Track and Working Well

The process of school renewal isn't just long-term: once begun, it's apparently never-ending. In 1984, teachers at Pioneer Valley Regional School in western Massachusetts decided their school could do more for its students if they weren't tracked by measured ability.

A team of educators started looking at the principles behind tracking and ways to move away from it. The local school board agreed to try heterogeneous grouping at Pioneer Valley, a small school of 45 teachers working with about 350 students in grades 7-12.

The teachers were thoroughly prepared before they began the transition. Besides regular workshops, a University of Massachusetts course on teaching styles and strategies was taught right at their school.

"In the beginning I was very much opposed to any change, because I was convinced it wouldn't work," says Association member Roger Genest, who heads Pioneer Valley's English department. "The course, and the sample lessons we taught and critiqued, opened my eyes to the possibilities."

After a year's preparation, changes in grouping were put into effect in 1985-86. Today, five years later, the differences in students are more marked than ever.

Guidance counselor Dona Cadwell recalls the way one student expressed the psychological value of heterogeneous grouping: "For the first time, I feel 'in.' Having everyone all mixed up in classes makes me feel part of the whole group, not just with my own friends.

"I can understand what we're reading just as well as the 'scholars.' I just read slower."

Pioneer Valley isn't about to return to a tracking system, it's clear. But neither are the teachers resting on their laurels. This month they're hosting a conference on heterogeneous grouping co-sponsored by the Massachusetts Teachers Association, the University of Massachusetts School of Education, the state department of education, and The Five-College Partnership.

The agenda for the 150 conference participants: picking up practical pointers they can use to detrack their own schools.

—Jane Power

RESOURCES

TV/Radio Tips

The Canterbury Tales—*NPR Playhouse, May and June; check local listings for stations and times.* Tune in to National Public Radio for a fresh translation of Chaucer's classic tales, adapted by writer Mark Burgess.

School's In—*CBS, Monday-Friday, 3:58 p.m. ET.* In a daily series of one-minute vignettes, CBS News correspondent Charles Kuralt features education successes: teachers, students, and parents finding ingenious solutions to tough problems.

Arts & Entertainment

Voyage of the Great Southern Ark—*Arts & Entertainment Network, Sundays, May 6-20, 8-9 p.m. ET, repeating the following Saturdays, 1-2 p.m. ET.* This three-part series traces the colorful history of Australia and the evolution of its flora and fauna (photo above).

Children's Television Workshop

SING!—*PBS, Wednesday, May 16, 8-9 p.m. ET.* Join the Muppets and other celebrities (photo above) as they pay tribute to the late Joe Raposo, the man responsible for the sound and songs of *Sesame Street*.

AT&T Presents: Last Flight Out—*NBC, Saturday, May 20, 9-11 p.m. ET.* James Earl Jones and Richard Crenna star in the dramatic story of seven Americans who risked their lives to help 500 Vietnamese civilians flee Saigon aboard the last commercial flight to leave the city. A study guide will be available from NBC affiliates.

What If I'm Gay?—*CBS Schoolbreak Special, Tuesday, May 29, 4-5 p.m. ET. (Closed-captioned.)* A high school student learns to accept his sexual identity and confront the hostility other students show when they discover he's homosexual. For study guides to all the 1989-90 CBS Schoolbreak Specials, contact KIDSNET, 6856 Eastern Ave., N.W., Suite 208, Washington, DC 20012, or CBS Educational and Community Services, 51 West 52nd St., New York, NY 10019.

Tattle: When To Tell on a Friend—*ABC Afterschool Special, Thursday, May 31, 4-5 p.m. ET. (Closed-captioned.)* The friendship between four teenage girls is shattered when two of them inform a high school counselor of the others' drug abuse.

For Viewers Guides to Afterschool Specials, contact ABC Community Development, 77 W. 66th St., Ninth Floor, New York, NY 10023.

The Secret Life of Machines—*The Discovery Channel, Thursdays, May 31-July 5, 10-10:30 p.m. ET.* Do you know who invented the vacuum cleaner—and why? This series examines the history of time-saving domestic machines and the colorful personalities who brought them to public notice (photo at left).

The Discovery Channel

Just Tipsy, Honey—*ABC Afterschool Special, Thursday, June 14, 4-5 p.m. ET. (Closed-captioned.)* When a father refuses to acknowledge his wife's alcoholism, their young daughter turns to Alateen for help.

These listings are provided by KIDSNET, a clearinghouse for children's TV and radio programming located in Washington, D.C.

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PERSONALLY SPEAKING

INVESTING TODAY FOR TOMORROW

Giuliana Nakashima

Last summer the Montgomerys, a teaching couple from Holden, Mo., made a commitment to spend the 1989-90 school term getting their financial house in order. They've worked through a balance sheet and cash flow statement; examined their life, disability, and property insurance needs; done some tax and retirement planning; and worked out arrangements for college accounts and wills. Now, as they finish the year, they have a good idea of where they stand financially and what needs to be done.

The Montgomerys have always been debt-shy, so they didn't have to start by paying down debt. Instead, they looked at ways to put away more money for future needs. Nancy, 32, has added nearly $1,000 a year to her retirement pot through a tax-deferred annuity offered by her school district. Gregg and Nancy also decided to put away $100 a month for college savings.

The Montgomerys are going to pay down their car loan because the tax deduction for consumer interest is being phased out. Another smart money move is their decision to make an extra house payment every year. "We can pay off our mortgage in half the time that way," Nancy points out.

By paying down their mortgage early, Gregg and Nancy won't just build equity in their home much faster. They'll also save thousands of dollars in interest. In his book *A Banker's Secret*, Marc Eisenson shows that if you prepay $25 a month on a $100,000, 30-year mortgage at 11 percent, you'll cut 55 months (or 4½ years) off the loan and save $45,121 in interest. If you prepay $100 a month, you'll save $106,567 and trim 135 months—11 years—off the loan.

This month the Montgomerys are ready to look at some investment options. Gregg and Nancy don't have a great deal of extra money to invest now, while they're raising their children and getting established in their jobs. Still, they need to invest the kids' college money and maybe some of the $4,500 they've been keeping in their savings account.

Right now, Evan's $800 college account is invested in a bank certificate of deposit that will mature in June. Erin's $100 is in a savings account. The Montgomerys want to begin investing $100 a month for the two children. They need an investment that lets them start small and that offers the opportunity for growth of their principal. Because they won't need the money for a long time, they can invest it somewhat aggressively.

Bank CDs are a very safe investment, but they offer current income instead of opportunity for growth. They're good places for money that's needed in a year or so, but for money that won't be needed for another 10 years, stocks and bonds are better options. Although $100 a month isn't enough to buy individual stocks and bonds, it is enough to put into stock and bond mutual funds.

A mutual fund is a pool of money invested by a professional money manager in a broad range of stocks, bonds, or other securities. The securities in the portfolio are priced each day when the market closes. After expenses are deducted, the total value of the portfolio is divided by the number of shares outstanding. That produces the price of a single share, the Net Asset Value (NAV). Provided that the fund does not have a sales commission, an investor can buy or sell shares at the NAV of the current business day.

Mutual funds are easy to buy and sell, and they offer the possibility of a higher return than CDs. They involve some risk: the value of the investment may decline, just as it may increase. But they also offer many advantages for small investors like the Montgomerys with at least 10 years to invest their money. Among them are diversification, professional management, liquidity, and small minimum investments. Many mutual fund companies will accept an initial investment of $100 provided you agree to make regular subsequent investments of as little as $50. Such mutual funds would be a very good option for Evan and Erin's college money.

If the Montgomerys choose to put $50 a month for each child into a mutual fund, they can benefit from a phenomenon called "dollar cost averaging." According to research, investors who make regular systematic investments for 10 years or more pay, on average, less per share than those who invest lump sums at irregular intervals.

Very simply, automatic investment takes the impulse and the guesswork out of stock buying. That means there's a statistically smaller chance of buying a stock when its price is high and selling when it's low.

Dollar cost averaging is a proven investing technique. But it doesn't tell you which fund to buy. Although it works best with a volatile stock fund, because the fund's NAV fluctuates more over time, you should choose the type of investment you feel most comfortable with.

Because the Montgomerys are conservative investors, they should probably avoid very aggressive funds such as those that invest in the stocks of small companies, leveraged asset allocation funds, or sector funds that invest in a single industry.

Some good options for them to consider are established balanced funds, growth and income funds, and equity income funds. These funds contain stocks to provide growth potential, but they also invest in bonds or preferred stock with high dividends to provide income. Gregg and Nancy should look for a fund that has a good long-term track record—about 10 years—and doesn't charge a sales commission.

While the Montgomerys made good progress on financial planning, they still have a few things left on their agenda. Nancy, who is a school counselor, also has a private counseling license. She had hoped to establish a private practice this year, but had too many other things on her plate to get started. Gregg, 33, who teaches history, hopes one day to become a principal. Although they didn't accomplish these career goals this year, they laid the groundwork for them by fine-tuning their finances.

—Mary Rowland

Investments 101

If you'd love to get into investing but you can't tell a stock from a bond, you're not alone. Surveys show that the overwhelming majority of Americans know next to nothing about investing.

But you can always learn. Here are a few hot tips: Start small. Learn the basics. Be skeptical of salespeople. Never invest in anything you don't understand.

And a few basic definitions to get you started—

Principal: The amount of your original investment. If you invest $1,000, that's your principal.

Income: The money—dividends or interest—earned by your principal. If you invest $1,000 in an investment that pays 8 percent interest, your principal will earn $80 in one year.

Growth: An increase in the market value of your principal. Growth investments provide the possibility of either increase or loss of principal. Say you invest your $1,000 in shares of stock at $10 a share. If the stock price goes up to $15 a share, your principal has grown by 50 percent, to $1,500. (That increase in value is different, and separate, from any income the investment produces.)

Securities: Publicly traded financial instruments. Stocks, bonds, shares of mutual funds, and limited partnership shares all are securities.

Money Market Fund: A mutual fund that invests in short-term government and corporate loans. Because the Securities and Exchange Commission requires money market funds to have an average maturity of no more than 120 days, their portfolios are very stable in value. The share price is maintained at $1. Money market funds pay income at the market rate of interest.

In the early 1980s, money market funds were paying interest as high as 17 percent. More recently, they've been giving a return of about 7 percent. Although money market funds are very safe, they provide no real opportunity for your original investment to grow.

Bond: A security issued by the government or a corporation, which represents the debt of the issuer. The issuer promises to repay the principal at a specific time in the future and to pay a set rate of interest in the meantime. Bonds are income investments. But since the price of bonds goes up and down with changes in interest rates, you can either gain or lose money on them.

Stock: A security that represents ownership in a company. Stock investments (also called *equity investments*) are the most common type of growth investments. When you buy stock, you're betting on the future of the company you choose. You become a part owner, so your principal grows if demand for the company's stock increases—and shrinks if the stock price falls. Stocks may also pay some income, in the form of dividends.

—M. R.

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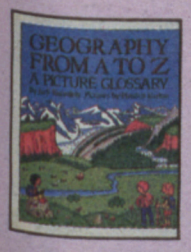
BOOK BEAT

The Books of Summer

Whatever your theory about summer reading, here are some recent adult and children's books that might fit your mood—plus suggestions of appropriate places to read them in.

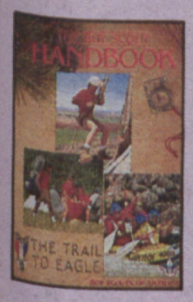
By the sea— ***The Story of the Seashore.*** John S. Goodall. Macmillan/McElderry Books. 54 pp. $14.95.

British watercolorist John Goodall's specialty is social history without words—just pictures. This time he has targeted the beach as used by Britishers from the time of George III to now.



In the air— ***Geography from A to Z: A Picture Glossary.*** By Jack Knowlton. Pictures by Harriett Barton. Crowell. 48 pp. $12.95.

Hey, Heather, that's a delta down there. Cartoon-like drawings illustrate all the major landforms your elementary schooler might see by plane.



On land— ***Boy Scout Handbook.*** 10th ed. Boy Scouts of America. 661 pp. $4.95 (from your local Boy Scout shop).

It's all here—lashing, map reading, puncture wounds—and in color. The section on child abuse prevention that you may have read about is for parents and is removable.

At a bedside table— ***Open Door: When Writers First Learned To Read.*** Selected by Steve Gilbar. Godine. 127 pp. $14.95.

For the 1989 Year of the Young Reader, famous writers describe what it's like to get that first meaning from the printed page.

In the library— ***Seeing Voices.*** By Oliver W. Sacks. University of California Press. 180 pp. $15.95.

The author of the *The Man Who Mistook His Wife for a Hat* this time explains what for most of us is a new type of literacy: language without sound.

At the coffee table— ***The Great Scientists.*** Jack Meadows. Oxford University Press. 256 pp. Paperback, $18.95.

This large-format paperback marches through the history of science with appealing color spreads about 12 landmark figures.

At the counting table— ***Getting Funded: A Complete Guide to Proposal Writing.*** By Mary Hall. Portland State University (Continuing Education Publications, P.O. Box 1394, Portland, OR 97207). 3rd ed. 206 pp. $23.30 postpaid.

—Nancy R. Needham

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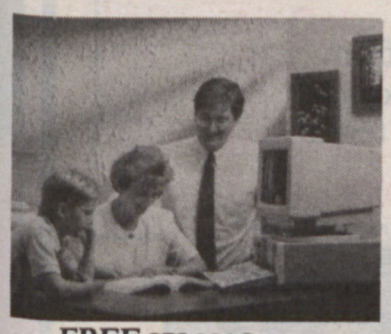

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1989 SUMMARY ANNUAL REPORTS

(Required by ERISA)

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Employer ID # 52-1226682

Plan Name: DUES-TAB

The Plan has a contract with The Prudential Insurance Company of America to pay all Life Insurance claims incurred under the terms of the Plan. 1.5 million members were covered under the plan. The following financial information has been furnished by The Prudential Insurance Company of America for the year ending August 31, 1989.

Premiums Collected:	$1,042,509
Benefits charged:	
Claims paid	$873,526
Claims charged	$953,802
Remainder of Premium:	
Retention charges (on accrual basis)	0
Other expenses	$66,397
Taxes	$22,310
Charges for risks or contingencies	0
Other retention charges	0
Total Retention	$88,707
Status of policyholder reserves at 8/31/89:	
Claim reserves	0
Other reserves	0
Dividends or retroactive rate refunds due	0

Plan Name: NEA LIFE INSURANCE

The Plan does not have any assets or liabilities, income or expenses. Participants' contributions are paid directly to The Prudential Insurance Company of America to cover the cost of providing insurance coverage and to pay administrative expenses. There were 335,074 participants. The following financial information has been furnished by The Prudential Insurance Company of America for the year ending August 31, 1989.

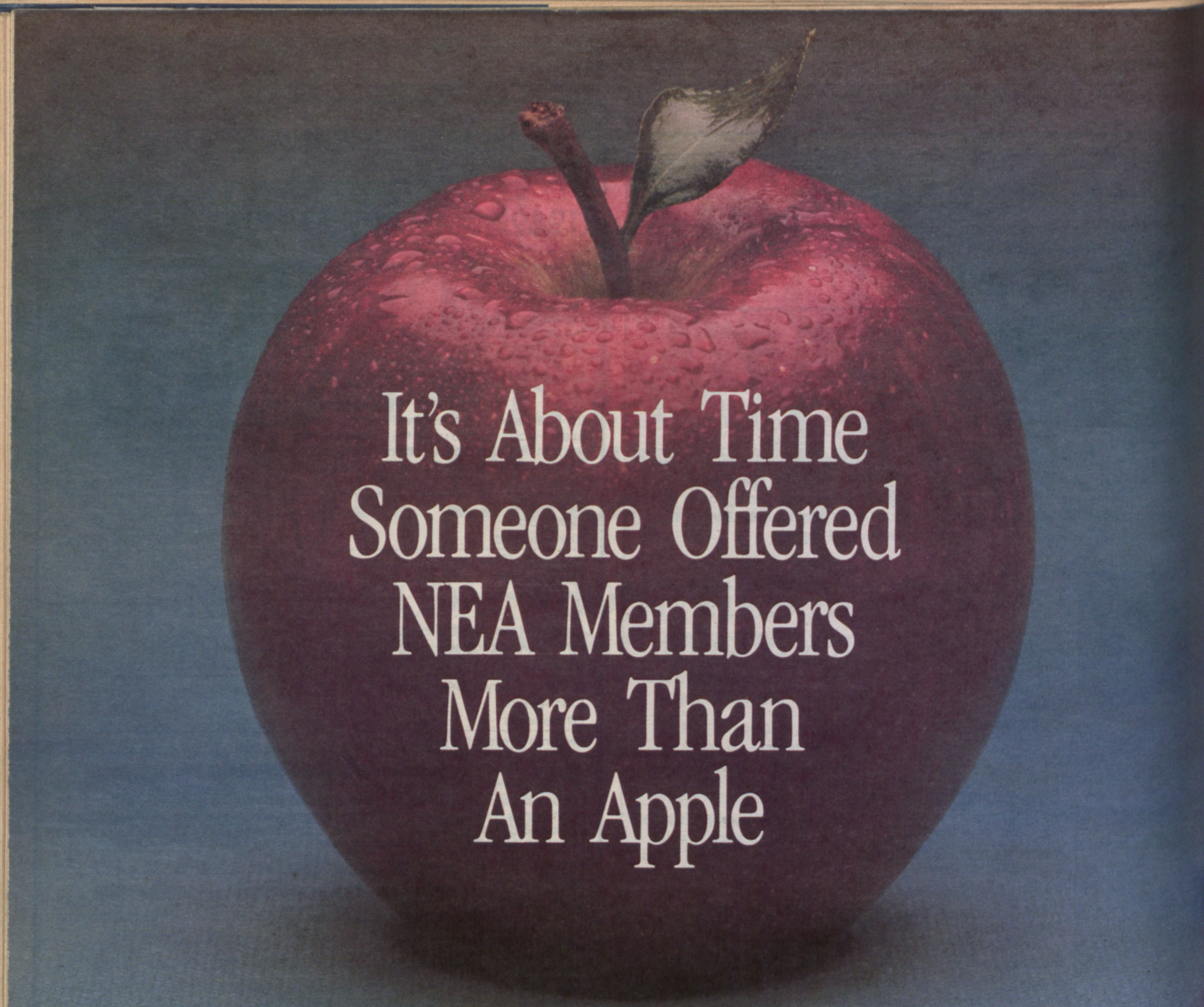
Premiums Collected:	$18,001,508
Benefits charged:	
Claims paid	$16,500,301
Claims charged	$15,897,788
Remainder of Premium:	
Retention charges (on accrual basis)	0
Other expenses	$578,075
Taxes	$350,285
Charges for risks or contingencies	0
Other retention charges	0
Total Retention	$928,360
Dividends or retroactive rate refunds	$135,015
Status of policyholder reserves at 8/31/89:	
Claim reserves	$23,695,861
Other reserves	0
Dividends or retroactive rate refunds due	0

Plan Name: NEA ACCIDENTAL DEATH & DISMEMBERMENT

The Plan does not have any assets or liabilities, income or expenses. Participants' contributions are paid directly to The Prudential Insurance Company of America to cover the cost of providing insurance coverage and to pay administrative expenses. There were 107,350 participants. The following financial information has been furnished by The Prudential Insurance Company of America for the year ending August 31, 1989.

Premiums Collected:	$1,454,533
Benefits charged:	
Claims paid	$1,013,400
Claims charged	$1,106,659
Remainder of Premium:	
Retention charges (on accrual basis)	0
Other expenses	$217,458
Taxes	$32,668
Charges for risks or contingencies	0
Other retention charges	0
Total Retention	$250,126
Dividends or retroactive rate refunds	$97,748
Status of policyholder reserves at 8/31/89:	
Claim reserves	0
Other reserves	0

Additional Information
Plan participants and beneficiaries may obtain copies of the more detailed 1989 Annual Reports for a reasonable charge, or they may inspect them without charge. To obtain copies, write to the Administrator asking for the 1989 Annual Report. The Administrator will state the charge for the specific document you request so you can find out the cost before ordering. The 1989 Annual Reports can be examined without charge at the Office of NEA Members Insurance Trust, c/o NEA Special Services, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.



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YOU AND YOUR RETIREMENT

Nursing Home Insurance: Proceed with Care

Now that the Medicare Catastrophic Coverage Act of 1988 is dead, maybe you should get yourself a long-term care insurance policy. But then again . . .

Long-term care (nursing home) insurance can be a good buy—but only under certain circumstances. Here are several points worth considering.

Need. The Health Insurance Association of America estimates that two out of five people age 65 or over will enter a nursing home at some time, but half of those will stay six months or less. Only a small fraction will stay more than five years.

So not everyone will need nursing home insurance. But those who do need it will probably be in serious trouble without it. Long-term care is notoriously expensive.

Consider that in 1988 costs averaged $72 a day for skilled care, according to the United Seniors Health Cooperative—and in high-cost areas like New York City, they reached $225. Since Medicare and typical health insurance policies don't pay for most long-term care, the money almost always comes out of the patient's family budget.

Adequacy of Coverage. Critics argue that long-term care (LTC) policies available today share some serious flaws. Among them:

► *Age limitations.* Many policies aren't available to people over age 80—precisely those who need coverage the most.

► *Low benefits.* Few policies offer benefits of more than $100 per day. That's already too little in many places, and inflation will make things worse year by year.

► *Too many "gatekeepers."* Insurance companies use restrictions, waiting periods, and pre-existing condition clauses to control costs. A 1988 study

by the United Seniors Health Cooperative and the University of North Carolina found that most policies cover less than half of nursing home admissions.

Affordability. Annual premiums can run from $400 to $1,000 for people aged 60, from $1,000 to $2,000 at age 70. The Families USA Foundation says 73 percent of those between ages 65 and 79 cannot afford to buy the lowest-priced LTC policy that meets the minimum standards it's set for such policies.

Abuses. Because unscrupulous insurance agents so often sell older consumers policies they don't need, the Families USA Foundation has asked the Federal Trade Commission to investigate the industry.

Chronic health problems, or a family history of such conditions, make LTC insurance more likely to be worthwhile. (Of course, these factors may also make it more difficult to get coverage.)

Financial planners also say LTC insurance is of most value to people who have more than $50,000 in assets (beyond their home and car) that they want to protect.

If you decide to buy LTC insurance, don't forget to shop around. Then, every other year, compare your policy to newer products. The market changes rapidly—something better may develop.

And don't forget a key resource: NEA-Retired. NEA-R offers members a variety of services, including preretirement publications and seminars. For information, write NEA-Retired, 1201 16th Street, N.W., Washington, DC 20036.

For more information, send for—

"The Consumer's Guide to Long-Term Care Insurance," Health Insurance Association of America, 1025 Connecticut Avenue, N.W., Washington, DC 20036. Free.

"Long-Term Care: A Dollar and Sense Guide," United Seniors Health Cooperative, 1334 G Street, N.W., Suite 500, Washington, DC 20005. $6.95 ppd.

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DATA BANK

When's Vacation?

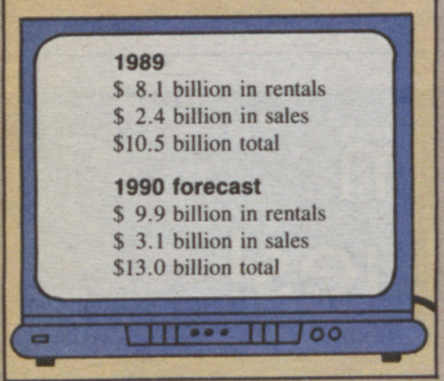
That depends on which country you're in.

Country	Days In School Year
Japan	243
Italy	210-215
United Kingdom	196
Canada	191
France	185
Mexico	180
United States	180
Sweden	180
Federal Republic of Germany	160-170

Source: Congressional Research Service

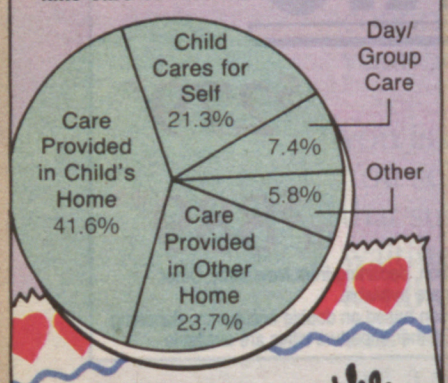
Video Budgets

The movie video sale and rental business is booming. *USA Weekend* estimates that U.S. residents will spend $13 billion on videos in 1990 (a 24 percent jump since last year). That works out to $52 a person.



After-School Care

This is how working mothers of children aged 5 to 14 arrange to take care of their kids:


Child Cares for Self 21.3%
Day/ Group Care 7.4%
Other 5.8%
Care Provided in Other Home 23.7%
Care Provided in Child's Home 41.6%
Bobbie: Snack is in the Fridge! Do your homework & I'll be back at 6:00. Love, Mom

Source: Consumer Research Center, The Conference Board

Peacetime Dividends

Now that the Cold War's over, the Pentagon won't be needing all those new weapons in its budget—but where should the cuts begin? In arms to be used if war breaks out in Europe, suggests a *New York Times* editorial.

Here's what the *Times* says we'd save on such weapons over the next five years.

Army light helicopter	$ 2 billion
Advanced tactical missile	1 billion
Forward area air defenses	3 billion
C-17 cargo plane	12 billion
Advanced tactical fighter	8 billion
F-16 fighter plane (new model)	10 billion
A-12 attack plane	12 billion
Osprey tilt-rotor aircraft	8 billion
Advanced air-to-air missile	4 billion
DDG-51 guided missile destroyer	8 billion
Seawolf attack submarine	9 billion
Five-year total	**$77 billion**

IBM TOOLS FOR EDUCATION

Arctic Temperatures Recorded In San Diego High School.

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By using different modules and probes, students can measure temperature, light, pH and distance and then watch the results

RESEARCH CLUES

Doing Good by Doing Good

By Robert McNergney and Martin Haberman

Lots of high school students are helping themselves by volunteering to help others. In 1984, for example, an estimated 6.6 percent of high school youth (about 900,000 kids) were involved in school-based volunteer programs.

These school-based programs constitute two thirds of all the volunteer programs involving kids. More than half (about 51 percent) of them are run through school clubs. Usually, the programs don't offer school credit, but some, extensions of classes, do. Rarely has volunteer service itself been integrated into the school curriculum.

The volunteer movement has a long tradition in American education. Its roots can be traced to John Dewey and William Kilpatrick.

Today legislators, too, like student volunteerism. In 1989 alone Congress saw 20 bills to create some sort of national service corps. Youth service corps already operate in 15 states and in the metropolitan areas of New York City, Los Angeles, San Francisco, and Baltimore.

At Fallston High in Harford County, Md., the 300-member service club has repaired bleachers, helped orient new students, visited nursing homes, worked in soup kitchens, and sponsored wheelchair basketball. This group is typical: the students perform their services outside school hours and get no credit, no awards, no school letters, no certificates of appreciation, and no money from the school.

Larry Salzman

Volunteers benefit personally from their work with others. Tutoring, for example, has been associated with better academic work by the tutor as well as the tutee. Various studies have shown that volunteerism improves students' problem solving and critical thinking abilities and makes them more openminded. Kids who volunteer seem to become more responsible and develop more favorable attitudes toward the people they work with than other young people do.

Over the years people have learned some important lessons about structuring service activities so they'll succeed. First, service activities can't compete for school time against more standardized curriculum unless the school shows it values them.

Also, a program can be successful without involving everybody in the school. But it's a good idea to reach out to less affluent and urban students—many won't automatically get involved. Fresh, exciting activities have to be developed often; students shouldn't be asked to take part in the same activities year after year.

Finally, volunteer activities should never replace publicly sponsored community service programs staffed by paid employees. The community benefits from maintaining both public service jobs and public commitment to worthwhile functions.

Robert McNergney is a professor of education and director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903. Martin Haberman is a professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

For more information on youth service, see *High School Community Service: A Review of Research and Programs* by Dan Conrad and Diane Hedin. Get a copy by sending $7 to Center Document Service, Room 242, 1042 W. Johnson St., National Center on Effective Secondary Schools, University of Wisconsin, Madison, WI 53706.

graphically on the screen.

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Journal of High School Science Research. A new journal that aims to publish significant high school student research in science. Published semi-annually, Feb. and Aug., $15 a year; back issues, $10. Applied Educational Technology, P.O. Box 193, Tigerville, SC 29688.

SAFETY

"Play It Safe." Trial Lawyers of America and the Johns Hopkins Injury Prevention Center. Poster/brochure provides practical tips for safe toy buying—and spotlights hazards in home and community. Single copies, free with business-size SASE. Multiple copies: up to 1,000, 25¢ each; over 1,000, 15¢ each. Play It Safe, P.O. Box 371, Washington, DC 20007.

MUSIC

How To Enjoy a Symphony. Brochure (issued in conjunction with a new Hershey's candy bar) designed to help rookie symphony-goers get the most out of their musical experience. Free. Send a business-size SASE to "How To Enjoy a Symphony," Hershey Chocolate USA, P.O. Box 800, Dept. NEA, Hershey, PA 17033-0800.

LITERATURE

Charlotte's Web *Activity Book.* Gaye Kelly Ramage. An Association member has prepared duplicating masters for student activities to accompany oral reading of the E. B. White classic. Illus. Gr. 1-3. 21 pp. $7.95 plus $1.03 p&h. Gaye Kelly Ramage, 1834 Benjamin Ave., Kalamazoo, MI 49008.

COUNSELING/SCIENCE

University Curricula in Oceanography and Related Fields. Marine Technology Society, sponsored by National Science Foundation and Office of Naval Research. Catalogs degree and nondegree training programs in the marine sciences at 266 colleges and universities and 44 technical institutions. 204 pp. $5 p&h, payable by check or major credit card. Marine Technology Society, 1825 K St., N.W., Suite 218, Washington, DC 20006.

HOME ECONOMICS

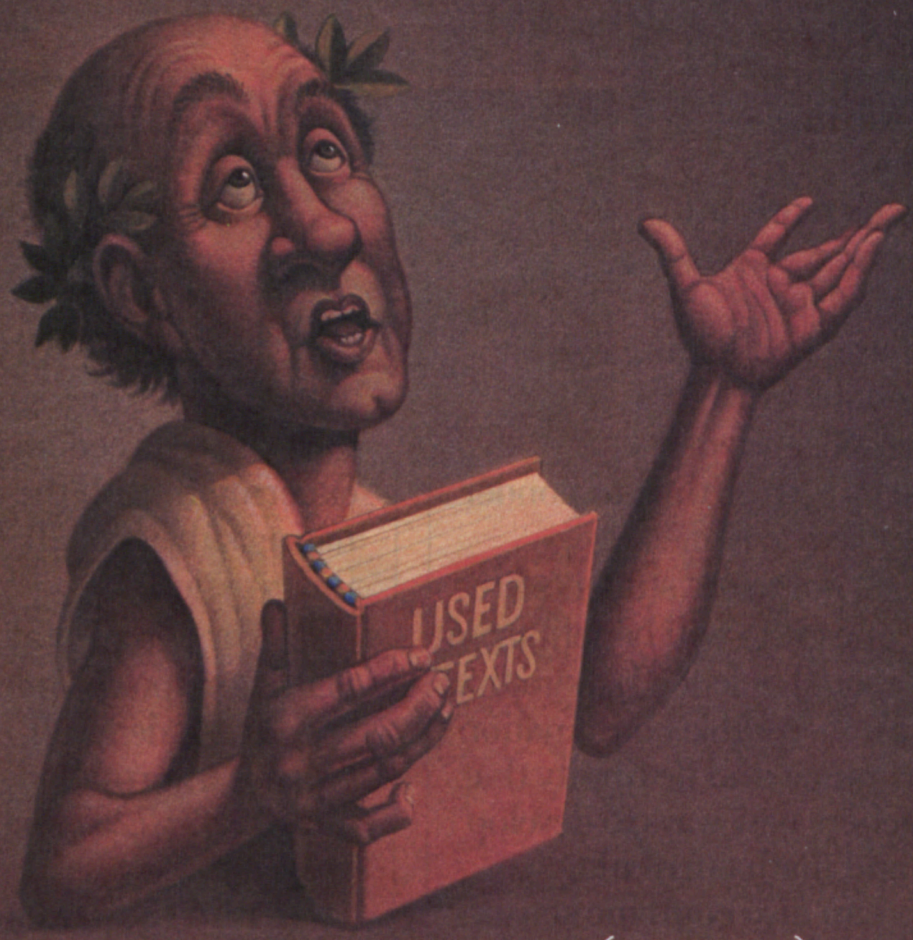
Teaching Basic Skills Through Home Economics. Sandra W. Miller and Charlotte R. Tulloch, editors. Presents exercises in communications, math, science, and social studies in various home economics contexts. 74 pp. $6 prepaid. Home Economics Education Association, 1201 16th St., N.W., Washington, DC 20036.

COUNSELING

Scholarship Directory: 1990 Minority Guide to Scholarships and Financial Aid. Lists sources of college grants, loans, and scholarships for which minority undergraduates are eligible. 16 pp. $3 plus 50¢ p&h per order. (Discounts available on orders of 25 or more.) Tinsley Communications, Inc., 101 N. Armistead Ave., Suite 208, Hampton, VA 23669, 804-723-4499.

Homeless Students. Cynthia Crosson Tower and Donna J. White. Suggests ways schools can intervene to alleviate both academic and out-of-school problems of kids who lack four walls and a roof to call their own. 48 pp. Stock no. 0245-8-00-D. $6.95. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

Why Is It A Good Philosophy To Buy Used Textbooks?



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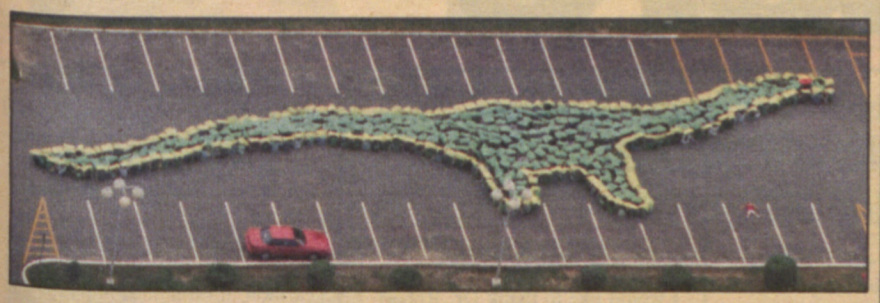

The 500 students of Shongum Elementary School in Randolph, N.J., have a pretty good idea what a 140-foot dinosaur looked like. Along with faculty and administrators (and with some financial help from the Geraldine R. Dodge Foundation), they created—for one fleeting moment—a giant, living Seismosaurus in their school's parking lot.

The creature began as a drawing of Seismosaurus' outline, obtained from a paleontologist. Teachers, principal, and a parent transferred the profile onto graph paper, scaled to life size. Next, a team of painters—teachers, students, the principal, and a parent—transferred the outline to the parking lot, using eight gallons of green road paint.

Finally came Dinosaur Day. All 500 students plus faculty and parents stood inside the outline wearing green or yellow shirts and holding matching cards over their heads. Together, they made up Seismosaurus' body. School superintendent Robert Gordon held the huge fluorescent eye, while the smallest kindergarten student acted as the tip of the dinosaur's tail.

Breaking the Boundaries

Michigan English and speech teacher Melissa Urban recently used art and music to stimulate the writings of her Deckerville High School juniors. As a result, she was able to provide recognition both for them and for student artists.

As the students entered Urban's classroom, they were greeted by a display of art created in the school's art classes. Background music (the theme from *Lethal Weapon*) helped set a creative mood.

Pen in hand, the kids responded to the art by exploring the feelings that one or more pieces aroused in them. They could write anything—but they had to keep on writing for 20 minutes.

The students broke into small groups to share their drafts and their suggestions for improvement. That night they rewrote their impressions, and the next day in class read them aloud.

As a project finale, Urban selected five or six writings to display with each painting in the school hallway.

Creative Thinking

Marysville, Wash., fourth grade teacher Connie Wickert organizes "Creative Challenges" for students at Cascade Elementary School.

Each month kids who choose to participate receive a creatively challenging problem to work out at home. The PTA furnishes a ribbon for each entrant. The teachers choose three winners from grades K-2 and three from grades 3-5, presenting each with a special ribbon recognizing their prize-winning entry.

Recent projects include cutting up a small milk carton in such a way as to make the longest possible cardboard strip and constructing a model lighthouse using recycled materials.

"We the People..."

When Patricia Cleveland's fifth graders at Highland Park Elementary School in Pennsylvania's Upper Darby district were studying 18th-century America, they took a good look at the U.S. Constitution. Then they set out to write some constitutions of their own.

After the kids brainstormed ideas, each prepared a rough draft and went on to edit and revise the final product.

A sample preamble: "We, the students of the fifth grade, in order to form a more perfect classroom, have agreed that we shall not be alould (sic) to go to the bathroom for more than eight minutes and no tattle tailing (sic) you have to solve your own problems. . . ."

"...what light through yonder window breaks?"

Basic skills improvement teacher Diana Nieradka—who works with kids in several Orange County, N.J., schools—thinks her students need good literature along with all the drill they get. So she gives her fifth and sixth graders some famous plays (her district's reading anthology provides modified versions).

Recently, after reading Shakespeare's *Romeo and Juliet*, the kids made a recording of the play. Their high self-esteem showed up clearly, Nieradka says, as they strove to read their roles as perfectly as possible.

The students also made a playbill for their recording, complete with cover, table of contents, notes about major cast members, and a critical review.

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Letters

NEA Meets NRA

As a member of the National Education Association and the National Rifle Association, I must take exception to your not-so-funny cartoon (April). As a classroom teacher, I am surprised that you would show a cartoon depicting our schools as full of all types of guns. You should know better!

As a member of a pistol league, I must tell you the guns pictured were illegal—a sawed-off shotgun, and a suppressor on a revolver. (A silencer/suppressor doesn't even work on a revolver!) Is the image of gun-toting students one which you want to portray? I think not.

While guns in our schools may be the sad exceptions, they are not the rule. You would not portray drugs in schools as "funny," would you? Guns, which have a legitimate use, deserve better press. Hardworking, dedicated teachers and students, as well as schools in general, deserve more credit than this.

Angela Capozzi
Stratford, Connecticut

Feeling Left Out

My dues have been supporting this organization for seven years. The story about sign interpreter Peggy Anderson ("Who Is a Paraprofessional?" March) has led me to write to you. I am a teacher of the hearing-impaired. I have yet to read an article about my colleagues in your publication. With your parochial outlook, you have joined the masses and chosen to believe that sign language is the only way of teaching the hearing-impaired. This is not true!

I, like hundreds of my colleagues, teach by using the oral method. Hearing-impaired children are taught to speak and learn language by lip reading and maximizing their residual hearing to its fullest potential. Yes, quality education for hearing-impaired persons is achieved using this communication mode—spoken English language.

Please investigate your coverage of this area. It is and always has been a controversial topic. I understand why you don't advocate one method over the other, but I cannot understand or agree with your promotion of total communication without presenting oral communication as well. Deafness and Deaf Culture do not necessarily go hand-in-hand with sign language. Deaf individuals can and do support themselves through the spoken English language.

I trust you will investigate this matter and correct the disservice you have done to hearing-impaired educators and those they teach.

Diane Prescott
Petoskey, Michigan

Remediation Redux

In your debate "Should Schools Abolish Remedial Education?" (March), I was fascinated by Byron King's opinion and even more fascinated by the strategies being used in San Diego as alternatives to pull-out remedial programs.

Is there any way to contact Mr. King so that I can obtain more information on his district's plan for a single enriched curriculum?

I am a middle school teacher who is in need of some new ideas to help reinvigorate our remedial program and would love to learn more about his approach.

Carolee Pitaccio
Lyndhurst, New Jersey

Ed. Note: For more information about San Diego's nontraditional remediation program, write Francine Williams, Race/Human Relations Program Director, 4520 Pocahontas Ave., San Diego, CA 92117.

Big Mac Attacked

I was shocked and disappointed to find that your magazine, which usually chooses its advertising well, contained a pullout booklet ("Wecology," March) sponsored by McDonald's.

One of the suggestions in the sample booklet was to "write to the chairmen of companies. Ask them if they can make their products from recycled or recyclable materials."

McDonald's itself utilizes millions of styrofoam containers every day! Much of the beef that McDonald's uses is imported from Central and South American grazing lands—lands that have been previously clear-cut of forests to use for this exclusive purpose.

I am an environmentalist and a vegetarian. Nothing gets my goat more than large companies, such as McDonald's, touting themselves as crusaders *for* the environment when, in fact, the practices they carry on daily directly contribute to the demise of the environment.

I hope that all readers of *NEA Today* will recognize the thinly disguised publicity campaign and refuse to patronize companies that violate their own stated principles.

I have found it a rare occasion when a company actually walks what it talks when it comes to the environment.

Jane Turney
Escalon, California

Your "Wecology" special insert contains useful information and tips on protecting the environment. But the fact that "Wecology" was sponsored by the World Wildlife Fund and McDonald's is incongruous.

McDonald's claim that it does not purchase beef from rainforest areas is specious. According to Dr. Susan Lieberman, associate director of wildlife and the environment for the Humane Society of the U.S., "Businesses' use of imported tropical beef is difficult to prove; once imported beef clears customs and other inspections, it is repackaged and sold to processors as U.S. beef. Fast-food outlets may therefore be telling the truth when they claim that they buy only beef labeled 'U.S. domestic.'"

According to Lieberman, every quarter-pound burger represents the destruction of 55 square feet of tropical forest, including the homes and lives of dozens of birds, monkeys, and other animals, driving some species to the brink of extinction and beyond.

Although the World Wildlife Fund has been successful in stopping poaching of endangered species in various parts of the world, it has a pro-hunting policy. The WWF has not supported a ban on the ivory trade and its international president, Britain's Prince Philip, has admitted that the WWF is not in the business of protecting animals.

The fast-food industry, groups like the WWF, and environmentalists make strange bedfellows. The adoption of a vegetarian diet and support of animal rights groups will provide the most effective protections for our environment.

Debra LaBruzzo
Springfield, Massachusetts

Ed. Note: Copy for the special "Wecology" booklet inserted in the March issue was prepared independently and approved by the World Wildlife Fund, one of the world's largest conservation groups.

To the charge that McDonald's purchases beef from rain forest land, the company's "Wecology" insert states: "McDonald's believes the rain forests of the world should be protected. McDonald's does not, has not, and will not purchase beef from rain forest or recently deforested rain forest land."

Both McDonald's and the World Wildlife Fund are interested in members' reaction to the insert. Write Lindsay Lambert, Marketing Director, World Wildlife Fund, 1250 24th St., N.W., Washington, DC 20037; Stephanie Skurdy, Communications Director, McDonald's Corporation, McDonald's Plaza, Oakbrook, IL 60521.

Timely Tips

I would like to thank Dr. Robert Hauck for his article ("Nutrition: Facts and Fallacies," March). As a home economics teacher at the middle school level, I am pleased that Dr. Hauck addressed many of the same concerns that I stress in my seventh grade nutrition classes.

I hope all teachers realize that if their school has a home economics teacher on staff, this teacher probably has the most up-to-date information available on nutrition issues that their students need to be aware of. Contact your own home economics teacher if you would like to include some nutrition information in your class, be it math, English, or physical education. I am sure this teacher would appreciate the opportunity to pass on some valuable information that would help put (or keep!) the students on the right health path.

By the way, thank you, Dr. Hauck, for the information regarding "fruit juice abuse." You have given me "food for thought."

Wanda Lincoln
Bangor, Maine

P.S. It is very interesting that not one of the State Teachers of the Year is from the traditionally "vocational" subject areas: home economics and industrial arts. Could this mean these areas are valued less in our schools? Our society?

Poor Taste

Paging through the March 1990 issue of *NEA Today*, I eventually reached the "Letters" section on page 30. My initial reaction to the cartoon at the bottom of the page was an automatic chuckle, and then I realized that I was again a victim of "media reaction." There truly was nothing funny at all about the cartoon displayed.

Just how far will educators really go to make a point? How can the financial situation of educators in Arkansas be equated with the poverty and famine of a Third World country, where the primary issue facing persons each day is whether they will live or die?

While Arkansas salaries still remain within the bottom five of the nation, the 102.22 percent personal income growth between 1979 and 1989 still represents quantum leaps of existence when contrasted with the poverty of the two villagers portrayed in the arid, drab desert cartoon drawn by Deering. Unfortunately, the cartoon becomes reality when we move from the pages of the tabloid to the human suffering that continues in many parts of the world outside our immediate scrutiny and the daily news.

As I considered both groups of participants and the point of the cartoon, it brought to mind a saying taught to me many years ago by my mother: "I cried because I had no shoes—until I met a man who had no feet."

William Chowning
Coopersville, Michigan

Parapro Truths

Your article on underpaid paraprofessionals ("Who Is a Paraprofessional?" March) speaks the truth. I have been an aide for 10 years in a high school special ed room. I have a teaching degree, and I do an excellent job with our troubled students.

My trouble is, I get paid as if the job I do were unimportant. One of the biggest problems we face is to keep students in school. They look at me and see that I went through the system, work in it and for it, and still don't make enough to support myself. That is a very obvious negative message about the value of education.

I am a nurturing, caring individual. These are qualities that aides seem to have in abundance. Paraprofessionals care. Why else would we do the job we do for the pay we receive?

We are professionals in a stressful, emotional, draining occupation. We could earn more money working at Burger King.

Thank you for your article.

Linda Sellers
Wyoming, Michigan

Call for Papers

The American Education Finance Association (AEFA) invites all interested persons to submit papers and proposals for large and small group sessions at the 1991 convention to be held in Williamsburg, Va., on March 14-17, 1991.

Abstracts of 300 words should be submitted by October 15, 1990. Papers should contain (a) problem statement, questions, or hypotheses, (b) sample, design, and methodology used, and (c) major findings and implications. Proposals for large and small group sessions should specify (a) the organizing topic, theme, or issue, (b) sponsor, and (c) participants and their individual contributions to the session.

Send abstracts to: Dr. Van D. Mueller, president-elect, American Education Finance Association, 224 Pelk Hall, University of Minnesota, Minneapolis, MN 55455.

Debate

Should Parents Help Kids With School Projects?

Robert Bonnet is an elementary science teacher in Dennis Township, N.J., and coauthor of a series of science project books from Tab Books, Blue Ridge Summit, Pa. He has been a negotiator for the Dennis Township Education Association.

Tim Henson is the science department chair at Niwot High School in the St. Vrain Valley school district, Longmont, Colo. He has been a science teacher for 20 years and is an active member of the St. Vrain Valley Education Association.

Of course parents should help their children with school projects—as long as the students aren't competing with each other for grades or prizes but are involved only for learning.

I've heard the arguments against assigning independent extracurricular projects—that parents do all the work, that parents compete with one another, that some kids lose out because their parents can't compete. Still, I require all my students to do at least one project, and I encourage them to participate in science fairs by awarding them bonuses when they do.

Why? A main reason is that projects let kids practice what I call "around-you" science in contrast to textbook science. Around-you science is about, say, the grubs in their lawns, the termites that are eating their houses.

One example: I've got three kids coming in voluntarily on their lunch hours to work on an experiment to make worms turn to the right in a maze. They're not doing this to compete; they just want to learn.

A modest project like this is beautiful science. The kids have to set up a hypothesis, develop a materials list, design an experimental model. It's hands-on activity; it requires higher-level thinking skills. And it's not "recipe'd out": There's no telling where it'll take them. Some of the best science projects don't "work"; they just produce more questions.

Also, a project like this doesn't require sophisticated input from adults. The materials are easy to come by—worms from the backyard, materials from the school shop or from me. I consult with the kids, help them narrow their topics, ask the right questions.

There's no reason their parents can't do the same thing. Parents can be a resource for information on a student's project or suggest experts for kids to contact. One parent took a student to the mosquito abatement commission and got him directly involved with insect studies. An expert with the commission let the boy use a microscope that produces snapshots.

Was that too much help? Should the kid *not* have been exposed to a photographic microscope? In my opinion, to prevent his parent from giving him this opportunity would have been to deprive him.

In the adult world, you get doors opened because someone goes to bat for you. Then you have to deliver; you have to make the opportunity work. Being in a similar situation can give a youngster a good lesson in showing initiative.

There are other pluses to parent help. Students may come to understand concepts better, whether the parent or the student is doing the explaining.

With ongoing guidance, a youngster can carry interest in a field of study beyond the school's requirements. Parents routinely support kids' efforts in sports, drama, music, and art. Why not in an academic area?

Working with a parent on a project may also improve the parent-child relationship. It will definitely increase parent-child contact time.

And parents can increase safety. Some materials and equipment should *not* be used without a responsible adult present.

Okay, let's take the worst case: what if the *whole* project is the work of the parent? I still think learning is the key. If learning takes place, is it significant who works through the process with the student? Will we, as educators, be upset if the kid learns something with someone else outside the classroom environment?

In Newark, N.J., 25 years ago, an engineer helped his son make a pump for a science project. Out of that project came a centrifugal pump that became a heart pump. Today the engineer's son has his own biomedical company. Need I say more?

There is a time to exclude parents, however. If the purpose of the project is competition for a prize or grade, then there have to be rules to put everybody at the same starting line. But only in rare cases should a competition be the purpose of a project!

Parental help in science fair projects has a tendency to escalate to the point where student science fair competitions become in fact parent competitions.

Our school district offered an elementary school science fair throughout most of the '80s. During that time, as a judge of both building- and district-level contests, I watched the parents' competition against each other increase with each succeeding year.

The extremes to which parents will go are best illustrated by a couple of projects I encountered. In one, a young lad was displaying a device dealing with electricity and magnetism. I interviewed him, and it was apparent that he had no idea what the project demonstrated. When I asked him where he got the idea for the project, he replied, "It was my Dad's eighth grade project." The problem was, it was *literally* his Dad's project.

In another year, a young lady presented a very elegant project that involved a good deal of woodworking. When I asked what part of the project was hers, she replied that while her dad had come up with the idea, drawn the plans, and cut and sanded and varnished the wood, she had pounded in some of the nails all by herself!

With the sometimes glaring disparity in quality between student-built and parent-built projects, it was little wonder that more and more parents succumbed to the pressure to provide increasing amounts of "assistance" in each successive year.

Allowing parents to assist with projects also results in a disparity in outcomes due to differences in parents' backgrounds. A parent whose profession is science, or one who has extensive knowledge of computer graphics or audiovisuals, can assist a child in building an almost professional-quality display.

This disparity can be very intimidating to young people who build their own projects. These kids note the difference between their creation and what they assume are their classmates' creations and get so discouraged that they may stop competing in future fairs.

Excessive parental participation also puts an inordinate amount of pressure and stress on teachers and judges. If you turn a blind eye on the whole process, you incur the justifiable wrath of parents and students who know it was Johnny's mom who did the recombinant DNA project at her lab. "Why should Johnny get first place?" they ask.

On the other hand, if as a teacher or judge you voice suspicions, the indignation of the parents or students accused can lead to some really ugly scenes.

In theory, parental assistance should be a positive, shared experience. It should allow the parent to become involved with the child's schooling and reinforce the value of education instead of leading to the negative scenarios I described above.

Perhaps one way to have a science fair and still keep parental participation under control would be to publish a specific list of what is and what is not acceptable parental assistance. A minus value for excessive parental help could be incorporated into the judge's rating sheet. You'd have to mandate an interview with each student to determine the relative contributions of student and parent.

I'm the last person to argue that science should be confined to the classroom or laboratory. As a geology teacher, I have my students do fieldwork. I spent my spring vacation mountain climbing, and you can be sure I knew how the topography got the way it is.

Certainly students should be encouraged to do science at home, on their vacations, with their families. The problem lies with science done as part of a competition.

In my view, without specific controls and guidelines, parental help should be discouraged when the product is part of a competition. Let's keep student competition for the ones for whom it's intended: the students.

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April 4, 91	Columbia	Atmospheric Laboratory for Applications & Science
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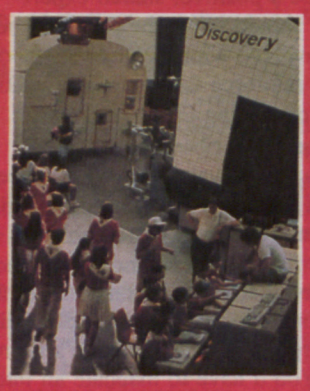

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